

ST.TERESA'S INSTITUTE OF EDUCATION

COLLEGE DEVELOPMENT CELL

ANNUAL REPORT 2023-24



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

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Composition of the College Development Cell

Designation	Member
Chairperson of the Management	Sr. Wilma Mendes
Secretary of the Management	Sr. 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 2023-24 have been documented under 7 criteria as prescribed by the National Assessment and Accreditation Council.

1. Curricular Aspects

- The **Academic Calendar** for the year 2023-24 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 was conducted by the teacher educators to enhance and enrich the syllabus prescribed by the University of Mumbai for each subject included in the curriculum. This was based on the constructivist theory of teaching and learning. The underlying principle was that learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. The contextualized curriculum emphasized problem solving skills, assisted students in becoming self-regulated learners, justify their reasoning, relate their learning to diverse life contexts and apply their knowledge to make learning relevant and meaningful. An overview of the Contextualized Curriculum followed for the different subjects has been provided in **Annexure II**.

2. Teaching-Learning and Evaluation

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

Student-centric lectures: For theory courses, the teachers use a variety of activities which allows maximum student involvement, thus putting the learners in active roles. These modes of learning include - dialogue based learning, discussion forums, brainstorming, debates, mock interviews, reflective practices, research-based learning, educational games and quizzes, correlational approaches, use of online interactive apps to involve students and assess their learning, seminar presentations, flipped learning and use of videos, films and other educational resources.

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

Use of constructive methodologies throws opportunities to explore the innovative ideas, thus leads students to experiential learning zones. Field exploration, research and extension: Curriculum transaction through virtual tours and encouraging students to opt for field 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 2023- 24 has been provided in **Annexure III**.
- The results for the academic year 2023-24 are given below in tabular form

2023 -2024												
SEMESTER I							SEMESTER II					
O	A+	A	B+	B	C	F	O	A+	A	B+	B	F
01	22	20	03	00	01	01	00	20	19	08	01	02
SEMESTER III							SEMESTER IV					
O	A+	A	B+	B	F		O	A+	A	B+	C	F
00	20	19	08	01	02		01	22	20	03	01	01

Internship Programme:

The most enjoyable and important part of the B.Ed. course is the internship program. This practical exposure of teaching into real school setup influences the students immensely.

The principal and the supervisor of the selected schools were oriented on the internship programme through telephonic conversation. Timely detailed orientations were arranged for students wherein they were guided on lesson plan format, checklist submission, internship timetable preparation, classroom etiquettes to be followed, assessment criteria and grading pattern.

Performance of the students was evaluated by the activities prescribed at the university level. Similarly, on-time feedback of some lessons was also provided through Google Forms, checklists, and oral feedback. Feedback on other assignments was provided on the Google Classroom platform. The schools selected were diverse in terms of their student population such as Girls, Boys and Co-educational schools.

At STIE, we seek to get the best learning outcome, and to ensure this, the internship program is taken regular updates of. Teacher educators always observe the interactions by students. They talk about the observations of their group students with one another one time each week. Through guiding students, evaluating their work, providing constructivist feedback, mentoring, the teacher educators become important providers of scaffolds for the enhancement and assessment of the trainee's performance. Attendance is monitored strictly during the program, and the smooth working of the internship program is guaranteed. Informal observations are done and telephonic discussions with the school authority are held.

Documentary Evidence is provided in **Annexure X**

3. Research, Innovations and Extension

Research

- The Research Cell of STIE –**Pratiti** organized the annual research paper reading session on April 20, 2024.

Presenter	Title of the Research Paper
Dr. Simone Fernandes	A Critical and Analytical Study of Modernisation of Education in Anglo Indian Schools in South Mumbai Only.
Chaired by Dr. Chetan Chavan	

- Research papers were published by the faculty in UGC approved journals with impact factor. The details of the same are provided in **Annexure IV**.
- Session on Action Research, was held on Apr 20, 2024.
- Formal Language for Research Writing Webinar, was held on Feb 22, 2024.

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

Outreach activities:

1. The beach clean-up drive brought the students face-to-face with the harsh existing reality of water as well as plastic pollution. They were able to physically see the quantity of plastic littering the beach and have a greater understanding of the effort required to remove plastic from the marine system where it endangers aquatic life. The event really made them aware of pollution and how they can prevent it.
2. DLLE project provided the opportunity to create sensitivity to Environmental issues. These projects aim to raise awareness about environmental issues and encourage sustainable living.
3. Community work at different centers Sensitized the trainees toward underprivileged and special children. It provided them with the opportunity to understand their needs and utilize trainees' abilities to help these children learn. It made them aware of the issues related to inclusive classrooms.

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

Innovations

- The institution organized the '**Big Five Talk Show**' on Sep 30, 2023 to orient student teachers to the curricula, evaluation procedures/patterns and activities conducted by schools affiliated to the different Boards of education. It was a joint venture of the Alumni Organisation and the Placement Cell.
Panelists included alumni associated with schools affiliated to the SSC, ICSE, CBSE, IGCSE and IB. The talk show provided a forum for the institution to network with its own alumni and avail of their experience and expertise.
- The Placement Cell of the college took an initiative to orient the student-teachers on how to prepare their **e-portfolios**. The links of the e-portfolios were shared with prospective employers of the students. It helped to link theory to practice and equip students with technological know-how, linguistic skills etc. It offered the distinct advantages of easier accessibility, keeping abreast with newer trends, paperless documentation.
- The Placement Cell of the college collaborated with GEMS Education, Dubai and organized interviews for placement of students. Students were recruited through the

campus interview process.

- To create awareness about environmental preservation, college celebrated '**MAD (Make A Difference) Week, A Green Initiative for a Greener Planet**' on 18th March to 28th March 2024. During this week, students conducted assemblies on various issues in relation to the preservation of environment. In relation to the theme of each day's assembly, one activity was conducted to ensure realization of the goal of environmental preservation. The details of the same are provided in **Annexure V**.

Extension

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

4. Infrastructure and Learning Resources :

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

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

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

- Teaching-Aids Room
- Principal's Office
- Administrative Office
- Staff Room
- Students' Common Room
- Separate Washrooms for boys, girls and staff
- Safety against fire
- Water purifiers cum dispensers
- Prayer Room

- Store Rooms
- Shared facilities with other institutions in the campus.
- St. Teresa's Convent School Auditorium and the Mother Veronica
- School Hall
- Playground
- Canteen

Library as a Learning resource

The St. Teresa's Institute of Education (STIE) has upgraded its library management system to iSLIM Library Management Software by Algorithms. This software automates library processes and provides an interactive user experience. STIE has chosen essential modules such as Acquisition, Cataloguing, Circulation, and Serials. The Acquisition module facilitates activities from proposal to payment and accessioning, including online user requests, budget management, and vendor interactions. The Cataloguing module enable smarter and faster record-keeping with customizable templates, auto population, and MARC standards. Circulation integrates barcodes for efficient issue/return processes and generates reports for understanding library usage. The iSLIM Serials Control system efficiently manages periodicals, subscriptions, and e-resources, with features like automatic reminders and article indexing. The iOPAC (Online Public Access Catalogue) provides users with quick access to library resources, allowing for searches, reservations, and access to digital materials. It offers a powerful search engine, saved searches, and book previews. Overall, iSLIM enhances library efficiency, user experience, and resource management at STIE.

ICT Infrastructure

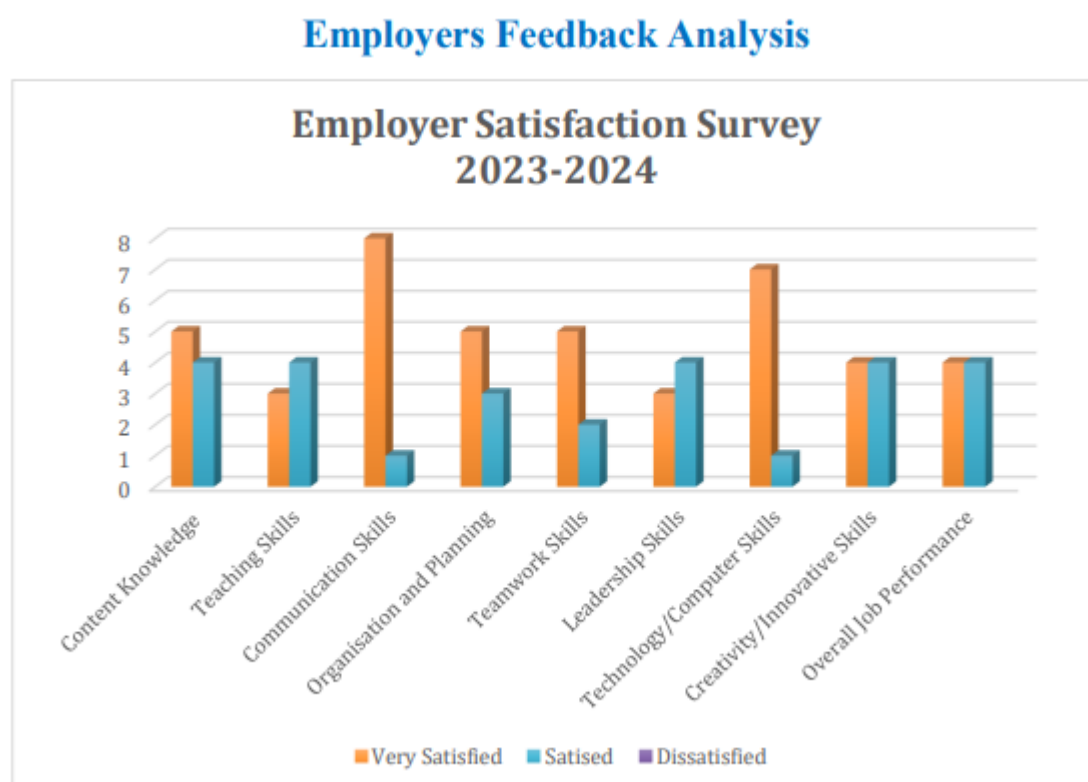
St. Teresa's Institute of Education is committed to maintaining and improving its ICT facilities for smooth academic and administrative functions. The college boasts a comprehensive array of ICT amenities, including CCTV surveillance, LAN connectivity, and 50 Mbps Wi-Fi network, with regular maintenance provided by ABS Broadband Services and AMC agreements with Cyber Ganesha and Algorithms Consultants Pvt. Ltd.

The institution invests in modern digital equipment like desktops, laptops, printers, and LCD projectors, ensuring regular updates and antivirus installations. E-classrooms are equipped with smart boards, microphones, and internet-enabled computers to enhance teaching and learning experiences. The library provides access to a wide range of e-resources through NLIST subscriptions and employs a barcoding system for efficient transactions. On social media platforms such as Facebook and YouTube, the college shares updates on its activities. Additionally, it embraces online teaching platforms like Zoom and GSuite for Education to facilitate remote learning, including webinars, workshops, and online exams, especially during the COVID-19 pandemic. These efforts underscore the institution's commitment to leveraging technology for effective educational delivery and administrative efficiency.

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

5. Student Support and Progression

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



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 Alumni Association of Teresa's Institute is registered and functional. Various activities are organised by the alumni association throughout the year. Alumni judge various competitions held as well as serve as resource persons for various sessions. 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. Ms. Shanaya Rodrics from GEMS ,Dubai oriented about CBSE board. Another alumnus mentoring session was headed by Ms. Alaine Rebello, where shared about her experience of working overseas at the GEMS legacy school. Ms. Alaine Rebello conducted a workshop. Ms. Blossom Pereira emphasised non how to prepare reflective journals for internship programme. Riya D'Costa, Mrunal Manjarekar, Melita D'Souza, Alisha Fernandes guidedcore 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.

6. Governance, Leadership and Management

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

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

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

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

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

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

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

Faculty Empowerment Strategies

The well-being of the teaching and non-teaching staff is always the main priority of the Management. The Principal identifies the needs of the faculty for development in career and encourages the staff and also guides them to take the necessary action for their professional growth. On-duty leave is sanctioned for faculty members to attend Orientation and Refresher Courses as stipulated by the UGC for career advancement. 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 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 same is communicated to the staff members by the principal. The staff members are also required to fill up a selfappraisal form each year and submit it to the principal. The faculty is monitored for: Academic and Career progression wherein the staff attends 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, EResources, Curricular, and Co-Curricular activities are also considered. Semesterwise results enable the Principal to monitor the teachinglearning 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

	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	Pushpanjali College of Education 50 M.G Road, Papdy, Vasai, Dist- Thane, Maharashtra Telephone:0250-2312025 E-mail:pushpanjali1990@yahoo.co.in	3	2	97	58	June 2023-May 2024
Student Exchange	Pushpanjali College of Education 50 M.G Road, Papdy, Vasai, Dist- Thane, Maharashtra Telephone:0250-2312025 E-mail:pushpanjali1990@yahoo.co.in	3	2	97	58	June 2023-May 2024

Sr. No	Year of signing MoU	Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs
1	2020	5 Years	Inter Library Loan Service (ILL) -CCYM's Hashu Advani College of Special Education (HACSE)	100 students, 7 teachers
2	2023	5 years	AMBIKA YOGA ASHRAM- Yoga Certificate Course, Sessions on Women Health Issues, Sessions on stress Management	50 students, 1 teacher

3	2023	1 year	ARPAN NGO- Community outreach work and training	50 students, 2 teachers
4	2022	3 years	Eco Friend Industries - E- Waste Collection Point-E- Waste Management, recycling and disposal	100 students, 15 faculty
5	2021	10 years	Sumpurn(e)arth Environmen Solutions private Limited- Sustainable waste management and recycling initiatives	100 students, 8 teachers and all the support staff
6	2022	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**.

7. Institutional Values and Best Practices

Institutional Values and Social Responsibilities

The Energy Policy Document of the Institution emphasizes energy conservation as a main concern and has been framed in keeping with SDG Goal 7 which stresses on affordable energy services. All norms recommended therein are conscientiously upheld by the stakeholders. Page 72/79 28-01-2025 09:18:53 Annual Quality Assurance Report of ST. TERESA'S INSTITUTE OF EDUCATION The lecture hall has LED lights along with Reflectors installed to lower power consumption. The normal induction fans in all rooms have been replaced with energy saving fans which use Brushless Direct Current. Labeling switch boards and mounting sign boards instructing switching off of devices when not in use reduces excessive wastage of electricity. The quarterly Electricity bill indicates the usage of electricity was prudent. The inmates vigilantly use electrical appliances like lights, fans, computers, printers, microwaves, LCDs and other digital resources. Since the college is well

ventilated, with spacious and airy rooms, the use of fans is marginal. Only the Computer Room, Conference room and Staff room have air conditioners installed. The Energy Audit report shows a graph of the annual electricity usage to ensure that power consumption levels are adequately monitored and maintained. Suggestions made in the Green Audit Report have been appropriately implemented. Efforts are being made to install Solar panels for further conservation of energy.

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

The Institution engaged in these endeavours:

1. The Big Five Talk-show: This Annual International Webinar was conducted by a panel of 5 alumni holding prestigious positions in different school both local and global. This oriented students to the educational policies, practices and trends in schools affiliated to different board types and utilizes resourcefulness of alumni. 2.
2. Environmental Endeavours: In the Go Green with Tetra Pak Campaign the students collected empty tetra paks donated by school students during internships sensitising them to their role in judicious recycling of waste. Plastic recycling Initiative was launched on Global Recycling Day also helped to sensitise faculty/students of the 4 institutions on the campus to recycling
3. Outreach: Students served at Community Work Centres to reach out to slow/deprived learners and mentally challenged children thus extending their service to 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 across the city and abroad. This led to the holistic development of head-hand-heart.
5. Campus Interview Programme: It was conducted for the teachertrainees by providing opportunities for them to be recruited by schools in India and overseas. Alumni serving in these schools also shared their success stories.

➤ **Best Practices/New Initiatives for the Academic Year 2023-24**

Initiative	The Context	Objectives	Highlights
STIE's Creative Creators' Club.	In a rapidly changing educational arena, student-teachers need to develop innovative educational materials, enhancing their ability to engage diverse learners effectively. The STIE's Creative Creators Club for student-teachers offers a vibrant platform designed to nurture innovation and creativity in education. It brings together aspiring students who are passionate about creating engaging and impactful learning materials. The club offers opportunities for members to explore and develop skills in multimedia content creation, including digital storytelling, graphic design, blogging, and interactive lesson planning.	<ul style="list-style-type: none"> To encourage student teachers to develop innovative teaching materials and methods. To teach members how to use digital tools and platforms for content creation and classroom engagement. To equip members with skills in content creation, including writing, graphic design, video editing, and digital storytelling. To promote teamwork and knowledge-sharing among student teachers to enhance their creative abilities. To prepare members to integrate creative content into their teaching practices effectively. To guide members in creating portfolios of their creative work to showcase their talents and teaching potential. 	<p>The STIE's Creative Creators Club for student-teachers followed a structured process to foster creativity and skill development.</p> <ol style="list-style-type: none"> 1. Orientation and Training: Members were introduced to StoryWeaver, StoryJumper, and blogging platforms through workshops, learning their features and educational applications. 2. Ideation: Members brainstormed story ideas aligned with educational themes and teaching goals, encouraging creativity and relevance to learners' needs. 3. Digital Story Creation: <ul style="list-style-type: none"> • On StoryWeaver, participants designed culturally and age-appropriate narratives using pre-existing resources or original content. • On StoryJumper, they created interactive stories, integrating multimedia elements like illustrations, animations, and audio to enhance engagement. 4. Blogging: Members documented their creative processes, reflected on learning experiences, and explored teaching applications in blog posts. 5. Feedback and Publishing: Projects were showcased in club meetings, refined through peer feedback, and published on platforms or blogs. 6. Reflection: Members discussed challenges, successes, and growth, fostering continuous improvement and inspiring innovation in teaching.
Certificate Course in YOGA	The significant influence of Indian knowledge, culture, philosophy, and spirituality on a worldwide scale is immense. In our modern era, practices and insights from Indigenous Knowledge Systems (IKS) that are based on science remain highly relevant. Importantly, IKS provides answers to various global challenges. The New Education Policy outlines a framework for incorporating IKS into higher education. Yoga is regarded as a crucial aspect of Indian culture. It embodies ancient Indian wisdom and is	<ul style="list-style-type: none"> To discuss the importance of the Yoga and its scope. To analyse and spread awareness of the importance of Indian Knowledge System. To promote good health, mental hygiene, emotional stability, and a higher level of consciousness To master the secrets of doing work efficiently and excel in tasks taken up. 	<p>The Certificate Course in Yoga was a 30-hour program worth 2 credits. The course began with collecting data regarding the overall health of the students. This information was then analyzed by the Shri Ambika Yogashram team to create a tailored plan of action based on the gathered needs. Subsequently, the importance of IKS and YOGA was communicated to the students. Following the theoretical instruction, students were taught a variety of asanas. The course consisted of 15 sessions, each lasting 1 hour and 30 minutes. An additional 30 minutes was allocated for practice after each session. The students were closely monitored to ensure their performance.</p>

	<p>integral to India's knowledge heritage. Yoga serves as a holistic practice focused on the integration of the body, mind, and spirit. The incorporation of Yogic practices fosters comprehensive growth by connecting traditional and modern educational frameworks.</p>		
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Annexure I

ACADEMIC CALENDAR 2023-2024

ST. TERESA'S INSTITUTE OF EDUCATION		
ACADEMIC CALENDAR 2023-24 (JUNE 2023- May 2024)		
DATES	EVENTS	
	F. Y. B. Ed.	S. Y. B. Ed.
Jun-23		
June 23, 2023	College reopens, Orientation to Project Based Course II	Study Leave
	Workshop on Objectives and Specifications	
June 28, 2023	Demo Lessons	
Jun 26, 2023	Orientation to the Go-Green with Tetra Pak Campaign	
June 30, 2023	Workshop on Lesson Planning	
	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-23		
July 01, 2023	Tech-fluent Teachers (TFT) course begins	Semester 4 University Exams
July 03, 2023	Semester 2 internship begins	
July 07, 2023	Workshop on Preparing effective Teaching aids	
	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	
	Mentoring sessions	
July 15, 2023	Orientation to MOOCs	
Aug-23		
Aug 05, 2023	Closing of the Golden Jubilee Year	
Aug 08, 2023	Orientation to VENTEL programme	
Aug 09, 2023	History Day Celebration	
Aug 10, 2023	Teaching Resource Competition	
	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 10, 2023	Science Day Celebration	
	Mentoring sessions	
Aug 15, 2023	Independence Day Celebration	
	Class Tests (Sem II)	
	Semester 2 University Exams	
Sep-23		
		Mentoring sessions
Sept 04, 2023		Orientation to DLLE project, Orientation to Project Based course III, Workshop on the Unit Test Project
Sept 05, 2023		Teachers Day Celebration
Sept 06, 2023		School Visits
Sept 09, 2023		VENTEL course sessions begin
		TFT course sessions
		Sem III Internship
		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
Sept 11, 2023		Semester III internship begins

Sept 19-23,2023		Mid Term Break
Sept 28, 2023		Beach Clean up Drive
Sept 30, 2023		The Big Five Talk Show
Oct-23		
Oct 05, 2023	F.Y. B.Ed. Admissions	Ms. Education Contest Elimination Round
Oct 07, 2023		Session on Cyber crime Awareness
		Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Oct 05, 2023		Gandhi Jayanti celebration, Book Display: Mahatma Gandhi, Workshop by RUR on Waste Management
Oct 12, 2023		Book Display: St. Teresa's of Avila
Oct 14, 2023		Ms. Education Contest, St. Teresa of Avila Feast Celebration, Essay writing competition
Oct 18, 2023		Book Review Competition
		Movie Screening
Oct 19, 2023		Book Display: APJ Abdul Kalam
		Vachan Prerana Din Celebration : Book Mark Quiz Competition
Oct 26, 2023	Orientation to B.Ed course	Mentoring sessions
Oct 26, 2023	Campus Tour, Orientation to Grievance Redressal and Anti-Ragging Cells	Sem III Internship
Oct 30, 2023	Orientation to Content Enrichment Programme	Inter-college English Poetry Competition
Oct 31, 2023	Hindi Book Display, Workshop on Drama and Art	
Oct 31, 2023	Orientation to Talent search programme	Inter-college English Essay Writing Competition
Nov-23		
	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
Nov 02, 2023	DLLE Orientation, Content Enrichment Programme begins	Sem III Internship
Nov 03, 2023	Street play workshop	Workshop on Creating e-portfolios
Nov 04, 2023	Art and Craft course session	
	Mentoring sessions	
Nov 06, 2023	Content Enrichment Programme	
Nov 07, 2023	National Cancer Awareness Day	
Nov 08, 2023	Orientation to the English Grammar Pro-Beginner to Advanced course	
Nov 09, 2023	Diwali Celebration/Talent search programme	
Nov 10-27, 2023	Diwali Vacations	
	NAAC Peerteam Visit	
Nov 28, 2023	Constiution Day Celebration	
Dec-23		
Dec 01, 2023	World AIDS day	
Dec-23	Community Work	
Dec 08, 2023	Session on Gender Jurisprudence in Indian Context	Orientation to TET
Dec 11, 2023	Library Orientation	Sem III Internship
Dec 12, 2023	NLIST Orientaion Program	
Dec 13, 2023	NDLI Orientaion Program	
Dec 14, 2023	Library Outreach: Each One Teach One	
	Mentoring sessions	
Dec 14, 2023	English Language Day	
Dec 18, 2023		TET Preparation course
Dec 21, 2023	Formal Language for Research Writing	
	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 08-09, 2023	Inter-school and Inter-collegiate Eco fest- Planit E	

Dec 11, 2023	English Grammar Pro-Beginner to Advanced course	Essay
Dec 14,2023	Feast of Johnian Squad/National Energy Conservation Day	
Dec 22, 2023	Maths Day Celebration	
Dec 23, 2023	Christmas Celebration	
Jan-24		
	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 04, 2024	Educational visits	
Jan 06, 2024	Sports Day	
Jan 09, 2024	Yoga certificate Course	e-Module competition
	Mentoring sessions	
Jan 10, 2024		Electronic Information Literacy Course
Jan 16, 2024	College Annual Picnic	
Jan 18, 2024	Essay	Campus Interviews
Jan 24, 2024		Marathi Book Display
Jan 25, 2024		Marathi Hastakshar Competition
Jan 26, 2024	Republic Day Celebration	
Jan 27, 2024	National Voters Day Celebration	
Jan 30, 2024	Martyr's Day	
Feb-24		
Feb 06, 2024	Make a Difference Week	
Feb 11, 2024	Convocation Ceremony	
	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
		Sem III University Examinations
Feb 15, 2024	Poster Making Competition	

Feb 16, 2024	Tree Plantation Drive	
Feb 20, 2024		Orientation to Semester IV Internship
	Mentoring sessions	
Feb 21, 2024		Orientation to Action Research Project
Wednesday, February 22, 2024		Orientation to Learning Resource
Feb 24, 2024		ARPAN (NGO) training programme
Feb 27, 2024		Semester IV Internship
	Celebration of Marathi Bhasha Divas	
Feb 28, 2024	National Science Day	
	Class Test	Session on Making thinking visible through Sketchnoting
Mar-24		
Mar 04, 2023		Workshop on Inclusive Education
Mar 06, 2024	NHRC sponsored One Day Training Programme on Human Rights	
Mar 09, 2024	Women's Day Celebration and Quiz	
Mar 16, 2024		Workshop on Individualized Education Plan
	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT	Lectures CC5- Contemporary India and Education EC-3 – Guidance and Counselling, Environmental Education IC4- Creating Inclusive Schools Ability Course – Reading and Reflecting on Texts Audit Courses – Understanding the Self, Drama and Art in Education
Mar 18, 2024	Research paper Reading Session	
	Mentoring sessions	
Mar 20, 2024	Tech-fluent Teachers (TFT) course begins	Session on NEP 2020
Mar 28, 2024	Session on Intellectual Property Rights	
	Semester 1 University exams	Community Work
Apr-24		
Apr 02, 2024	Autism Awareness day	

	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 11, 2024	Singing Competition	
Apr 17, 2024	Workshop on Vedic Mathematics Techniques	
		Guidance lecture series
	Essays	
	Mentoring sessions	
May-24		
	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
	Annual Seminar/Conference	
		Class Test
May 19, 2024		Action Research Viva
May 20, 2024		Valedictory Function

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: 2023-2024)

Name of Faculty: Dr. Cindrella D'Mello

Course: Core Course 1 – Childhood and Growing Up

Semester: I

Total Credits: 6

Work Load Allocation: 50%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e- resources used	Completion status
Module 1	Unit 1 Growth and Development	a) Meaning and principles of growth and Development and its difference.	Gaming Technique, Discussion, Sharing of experiences by students	Before-After Game, Discussion, PPT, Sharing of experiences by students	Completed
		b) Stages of growth and development (Later childhood and Adolescence)	Video clippings, Case studies	Videos on children in different stages of development, Case studies, PPT	Completed
	of a Child	c) Role of school in growth and development of a child.	Brainstorming, Discussion	Brainstorming session on role of school in growth and development and activities., PPT	Completed

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

TEACHING PLAN Academic Year: 2023-2024**Name of Faculty: Associate Professor Dr. Giselle D'souza****Course: Childhood and Growing Up Semester: I****Total Credits: 6****Work Load Allocation: 50% of workload (3 Units)**

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/ activities and resources/ e-resources	Teaching methodology/ techniques/ activities and resources/ e-resources used	Completion status
Module 1 – Process of Human Development	Unit 2- Developmental Process	a – Genetic Background and Development	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	100% Complete
		b – Trends in Development (Developmental direction, Differentiation & Integration & Cumulative influence)	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	100% Complete
		c – Maturation	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method 	100% Complete
	Unit 5 – Theoretical Perspectives	a – Piagets Theory of cognitive development	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads 	100% Complete
			<ul style="list-style-type: none"> ➤ Case studies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Gaming ➤ Case studies ➤ Lecture Method 	

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

Name of Faculty: Dr. Cerena D'Cunha

Course: Interdisciplinary Course (CC2) : Knowledge and Curriculum

Semester: I

Total Credits: 6

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

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Methodology / techniques / resources	Comple tion Status
MODULE 1: 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 EDUCATI ON (2 Credits)		perspective: (Conceptual, Strategic and situational)		Engagement	
		b) Education: Meaning (etymological), definitions and characteristics of Education	YouTube (music videos, deliberations) /PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	YouTube (music videos, deliberations) / PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	Complete
		c) Epistemological basis of education: distinction between knowledge and information, teaching and training.	YouTube (music videos, deliberations) /PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	YouTube (music videos, deliberations) / PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	Complete
	Unit2: Basis of Modern Child- Centred Education (Concept, Basis and Educational Significance)	a) Activity Method (M.K. Gandhi)	Flipped Classroom /PowerPoint Presentation / YouTube / Student Reflections	Flipped Classroom / PowerPoint Presentation / YouTube / Student Reflections	Complete
		b) Discovery Method (John Dewey)	Blended Learning / Quiz/ Student Seminar Presentations	Blended Learning / Quiz/ Student Seminar Presentations	Complete
		c) Dialogue Method (Paulo Freire)	Student Seminar Presentations	Student Seminar Presentations	Complete

Unit3: Socialand Cultural Context of Education	a) Changes in education due to industrialisation, democracy and individual autonomy.	Student Reflections / Collaborative Learning	Student Reflections / Collaborative Learning	Complete
	b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).	Narration / Appreciation, Making value judgements, student testimonies, Comprehending Core Values [NCF 2005] / Learning Circles	Narration / Appreciation, Making value judgements, student testimonies, Comprehending Core Values [NCF 2005] / Learning Circles	Complete
	c) Interrelationship of education with reference to Nationalism (Krishnamurti and Secularism (Tagore)	YouTube videos, Documentaries, interviews,Krishnamurti Foundation India, Shantiniketan, Vishwa Bharati, Sri Niketan, PowerPoint Presentation/	YouTube videos, Documentaries, interviews, Krishnamurti Foundation India, Shantiniketan, Vishwa Bharati, Sri Niketan, PowerPoint Presentation/	Complete

Name of Faculty: Dr. Joan Lopes

Course: Interdisciplinary Course (CC2) : Knowledge and Curriculum Semester:

I Total Credits: 6 Work Load Allocation: 50% of workload (3 Units)

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e- resources	Metho dology / techniq ues / resourc es	Comple tion Status
MODUL E 2: DEVELO PMENT OF CURRIC ULUM AND ITS RELATIO N To EDUCATI ON (2 Credits)	Unit4: Curric ulum Conce pt, Types and Deter mina nts	a) Curriculum Meaning and Concept of curriculum, Relationship with Curriculum Framework, Syllabus and Textbooks .	Preparation of Figurative Memory Graphs (FMGs)	As planned	Complete
		b) Determinants of Curriculum (Philosophical, Psychological, Sociological. Political)	Case Studies		Complete
		c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)	Contextualised Learning (Constructivist Approach)		Complete

	Unit5: Curriculum Development	a) Principles of curriculum development	wrt John Dewey and NCF 2005 (Mnemonics)	Complete
		b) Process of curriculum development i. Formulating, aims and objectives ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects. iii. Selection and organisation of learning situations	Contextualised Learning, Collaborative Learning (Constructivist Approach)	Complete
		c) Participatory approach to curriculum development: Representation of Social groups in curriculum construction.	wrt Babasaheb Ambedkar and Paulo Freire	Complete
	Unit6: Curriculum Implementation and Evaluation	a) Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims (ii) contextualisation of learning; (iii) varied learning experiences (iv) learning resource	Contextualised Learning, Collaborative Learning (Constructivist Approach)	Complete
		b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	Student Reflections / Collaborative Learning	Complete
		c) Role of MHRD and NCERT in curriculum reform	Deliberations, Preparation of Figurative Memory Graphs (FMGs)	Complete

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
		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

	Unit 2 - Social Construction of Gender Identity	b - Gender bias: health and nutrition, education and employment	Power point presentations, YouTube videos, Analysis of statistical data, Self-study to know Government Initiatives 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
	Unit 4 - Gender Challenges and	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

Module 2 - Gender: Education and Empowerment	Education	c - Contemporary women role models in India: urban and rural	Case studies of successful women entrepreneurs from urban and rural areas, Fashion Show on Women Empowerment, Video clippings, Discussion	Case studies of successful women entrepreneurs from urban and rural areas, Fashion Show on Women Empowerment, Video clippings, Discussion	Completed
	Unit 5 - Gender Jurisprudences in Indian Context	a - Prenatal Diagnostic Technique Act, 1994	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
		b - Domestic Violence Act, 2005	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
		c - Protection of from Sexual Offences (POCSO) Act, 2012	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
	Unit 6 - Strategies for Gender	a - The role of NGOs and Women's Action Groups in striving towards gender equity	Case studies, Each One Teach One Activity, Video clippings, PPT	Case studies, Each One Teach One Activity, Video clippings, PPT	Completed
		b - The United Nations Entity Equality and the Empowerment of Women for Gender - UN Women	Video clippings, Lecture cum discussion, PPT	Video clippings, Lecture cum discussion, PPT	Completed
	Empowerment	c - Millennium Development Goal: Promoting gender equality and empowerment	Statistical data presentation, Analysis of the data, Video, Discussion, PPT	Statistical data presentation, Analysis of the data, Video, Discussion, PPT	Completed

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

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	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	
		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

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

Name of Faculty: Dr. Cerena D'Cunha

Course: Core Course 3 – Learning and Teaching

Semester: II

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e- resources used	Completion status
MODULE 1: UNDERSTANDING LEARNING	Unit 1: Concept of Learning	a) Learning & Teaching: Meaning ,Characteristics & Process	Power point presentation, Discussion, videos	Power point presentation, Discussion, videos	Completed
		b) Factors affecting Learning: Attention (Meaning, Types & Educational Implications) Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs	Power point presentation, Youtube videos, Analogies	Power point presentation, Youtube videos, Analogies	Completed

		c) Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications	Games, activities, 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	Games, activities, 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 Learning: (Principles & Educational Implications)	a) Behaviorist Theories: Classical & Operant Conditioning	Power point presentation, Youtube videos, Case study,	Power point presentation, Youtube videos, Case study,	Completed
		b) Cognitive Theories: Bruner & Ausubel	Activities/Experiments, Power point presentation, Analogies	Activities/Experiments, Analogies	Completed
		c) Social Learning Theories: Bandura & Vygotsky	Activity, Power point presentation, Analogies and Case Studies, YouTube Videos	Activity, Power point presentation, Analogies and Case Studies, YouTube Video	Completed
	Unit 3: Expanding Horizons of Learning:	a) Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High Road or Procedural	Power point presentation, Discussion, Analogies	Power point presentation, Discussion, Analogies	Completed

		Transfer) & Promoting Transfer			
		b) Group Dynamics, Sociometry and educational Implications	Activity, Power point presentation, Discussion and Charting of Dynamics in classroom and classroom Sociometry	Activity, used Power point presentation, Discussion and Charting of Dynamics in classroom and classroom Sociometry	Completed
		c) Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher	Activity, Power point presentation, Discussion, YouTube videos	Activity, Power point presentation, Discussion, YouTube videos	Completed
MODULE 2: TEACHING: THE ACT AND THE PROFESSION	Unit 4: Teaching for All:	a) Educational needs of differently abled learners: Characteristics & role of education (strategies) in case of: • Learners with learning disabilities • Learners with Hyperactivity & Attention Disorders • Gifted Learners	Power point presentation, Discussion and Case studies, You Tube Videos	Power point presentation, Discussion and Case studies, You Tube Videos	Completed
		b) Differentiated Instruction: Concept, Characteristics / Key Features & Strategies	Power point presentation, Discussion and Case studies, You Tube Videos	Power point presentation, Discussion and Case studies, You Tube Videos	Completed
		c) Multi-Cultural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context	Activities, Power point presentation and discussion, You Tube Videos	Activities, used Power point presentation and discussion, You Tube Videos	Completed

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

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

St. Teresa's Institute of Education

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

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

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

Academic Year: 2023-2024

Name of Faculty: Dr. Cerena D'Cunha

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

Semester: II

Total Credits: 6

Work Load Allocation: 100%

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

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

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

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

Academic Year: 2023-2024 Name of Faculty: Dr. Reshma Rodrigues

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

Semester: II

Total Credits: 6

Work Load Allocation: 100%

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

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

Political Science Curriculum	transaction in History & Political	b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Jigsaw method, Lesson Plan Writing, PPT	Lecture method, Lesson Plan Writing, PPT	Completed
	Science	c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Group work on lesson planning and execution, PPT	Model lessons, Lecture method, PPT	Completed
	Unit 5 – Methods of Teaching (Process, Merits and Limitations)	a – Conventional pedagogy: Story-telling, Lecture-cum-discussion	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion, PPT	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion, PPT	Completed
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Completed
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Jigsaw, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning, PPT	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning using flipped method, PPT	Completed
		a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed

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

Name of Faculty: Dr. Cindrella D'Mello

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

Semester: II, Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1: FUNDAMENTAL SOF MATHEMATICS	Unit 1 Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and Mathematics	Lecture method, discussion, PPT	Online Lecture , discussion, PPT	Completed
		b) Classification of academic disciplines:	Lecture method,	Online Lecture, discussion,	Completed

	Unit 2: Introduction to the Teaching of Mathematics	a) Meaning , Nature & scope of Mathematics	Activity – Describe your friend, Lecture method, discussion, questioning.	Activity – Describe your friend, online Lecture, discussion, questioning.	Completed
		b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)	Lecture method, PPT	Lecture method, PPT	Completed
		c) Values of teaching Mathematics	Brainstorming, discussion, illustrations from daily life.	Brainstorming, discussion, illustrations from daily life.	Completed
	Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction	a) Maxims of teaching • From Known to Unknown • From Simple to Complex • From Particular to General • From Concrete to Abstract • From Whole to Part	Lecture, analogies, PPT, discussion	Online Lecture, analogies, PPT, discussion	Completed
		b) Approaches of curriculum construction-Concentric and Topical	Questioning, discussion, PPT	Questioning, discussion, Online Lecture, PPT	Completed
		c) Pedagogical Analysis ,Unit Planning &Lesson planning	Lecture method, explanation, PPT	Online Lecture, explanation, PPT	Completed
MODULE 2: TRANSACTIONING 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

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

Course: Pedagogy of School Subject Science Semester: II

Total Credits: 6

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

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

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

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

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

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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: 2023-2024 Name of Faculty: Joan Lopes

Course: Interdisciplinary Course 2 – Educational Management

Semester: II

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit			Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
Module 1 -	Unit 1 - Concept of Educational Management	a - Concept of Educational Management-Meaning, objectives, Importance			Videos, PPTs and Explanation	Videos, PPTs and Explanation	Completed
		b – Principal of Management by Henry Fayol and Its Application to Educational Management			Lecture Method with the PPTs	Lecture Method with the PPTs	Completed
		c – Concept of System Thinking and System Approach to Educational Management			Videos, Examples and Discussion	Videos, Examples and Discussion	Completed

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

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

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

Academic Year: 2023-2024

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

Course: Assessment for Learning Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/ activities and resources/ e-resources	Teaching methodology/ techniques/ activities and resources/ e-resources used	Completion status
Module 1 – Fundamentals of Assessment	Unit 1: Concept of Assessment	a – Meaning, Nature, Functions of Assessment	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		b – Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		c – Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic & Summative)	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
	Unit 2: Essential of Assessment	a – Aims and Objectives – Meaning, Relationship	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming	100% Complete

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

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

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

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

St. Teresa's Institute of Education

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

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

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

Academic Year: 2023-2024

Name of Faculty: Dr. Cerena D'Cunha

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

Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and English	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)	Power point presentations, Lecture method	Conducted session on Google Meet platform, used Power point presentations, Lecture method	Completed

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

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

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

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: 2023-2024 Name of Faculty: Dr. Joan Lopes

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

Semester: III

Total Credits: 6

Work Load Allocation: 100%

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

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

Political Science Curriculum	transaction in History & Political	b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Jigsaw method, Lesson Plan Writing, PPT	Lecture method, Lesson Plan Writing, PPT	Completed
	Science	c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Group work on lesson planning and execution, PPT	Model lessons, Lecture method, PPT	Completed
	Unit 5 – Methods of Teaching (Process, Merits and Limitations)	a – Conventional pedagogy: Story-telling, Lecture-cum-discussion	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion, PPT	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion, PPT	Completed
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Completed
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Jigsaw, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning, PPT	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning using flipped method, PPT	Completed
		a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed

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

St. Teresa's Institute of Education

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

'A' by NAAC (3rd Cycle)

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

TEACHING PLAN (Academic Year: 2023-2024)

Name of Faculty: Dr. Cindrella D'Mello

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

MATHEMATICS

Semester: III, Total Credits: 6

Work Load Allocation: 100%

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

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

		c) Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, Analogies, illustrations, discussion, brainstorming, PPT	Completed
	Unit 5: Learning Resources	a) Mathematic Laboratory & Mathematic club (objectives, significance)	Pictures, PPT, Discussion	Pictures, PPT, Discussion	
		b) Textbook – Characteristics and Critical analysis	Discussion, PPT	Discussion, PPT	Completed
		c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)	Hands on experience in the computer lab, quiz	Live online demonstration, hands on practice , quiz	Completed
	Unit 6: Professional Development of Teacher	a) Competencies of Mathematics teacher	Discussion, PPT	Discussion, PPT	Completed
		b) Need and Avenues of Continuous Professional Development	Case studies, Discussion, brainstorming	Case studies, Discussion, brainstorming	Completed
		c) Contribution of mathematicians- Aryabhatta, Ramaujan, Euclid, Phythagoras	Seminar presentations, PPT	Seminar presentations, 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: 2023-2024 Name of Faculty: Dr. Cindrella Dmello

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

Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e- resources	Metho dology / techni ques/ resourc es	Comple tion status
MODULE 1: FUNDAMENTA LS OF SCIENCE EDUCATION (2 Credits)	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject.	Chalk and Talk, Narrations, Preparation of Concept Maps, Student deliberations, Inferences and Justifications by students	Teachi ng execut ed as per plan	Comple te
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	Gamification		Complete

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

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

		c) Diagnostic testing and Remedial teaching in Science	Student reflections, Gamification, Judging appropriateness of remediation	Complete
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St. Teresa's Institute of Education

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

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

Based Choice

System TEACHING PLAN

Academic Year: 2023-2024

Name of Faculty: Dr. Sr Tanuja Waghmare

Course: Interdisciplinary Course (IC3) : Language Across Curriculum

Semester: III

Total Credits: 6

Work Load Allocation: 50%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1 – UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY	Unit 1: Language and its Function	a) Concept of language	Power point presentation, Discussion	Conducted session on Google Meet platform, used Power point presentation, Discussion	Completed
		b) Characteristics of Language	Power point presentation, Discussion	Conducted session on Google Meet, used Power point presentation, Discussion	Completed

		c) Functions of Language	Power point presentation, Discussion, Analogies	Conducted session on Google Meet, used Power point presentation, Discussion, Analogies	Completed
Unit 2: Multilingualism and its Implications in the Indian Classroom/ Context	a) Multilingualism in the Indian Context		Power point presentations, Youtube videos, Discussion, Flipped classroom	Conducted session on Google Meet platform, used Power point presentations, Youtube videos, Discussion, Flipped classroom	Completed
	b) Developing socio-linguistics awareness in the Indian classroom		Power point presentations, Youtube videos	Conducted session on Google Meet platform, used Power point presentations, Youtube videos	Completed
	c) Critiquing state policies on language and education		Power point presentations, Lecture method, Discussion	Conducted session on Google Meet platform, used Power point presentations, Lecture method, Discussion	Completed
Unit 3: Language Acquisition Theory	a) Environmental Skinners Theory Language Acquisition		Power point presentations, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
	b) Biological – Chomsky's Theory on Language Acquisition		Power point presentations, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed

		c) The Deficit Theory	Power point presentations, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
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Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme: Bachelor Degree of Education 2 - Years Credit

Based Choice

System TEACHING PLAN

Academic Year: 2023-2024

Name of Faculty: Dr. Reshma Rodrigues

Course: Interdisciplinary Course (IC3) : Language Across Curriculum

Semester: III

Total Credits: 6

Work Load Allocation: 50%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 2 TRANSACTIONING LANGUAGE	Unit 4: The Nature of Classroom	a) Class room discourse, nature and its types	Video clippings of different classroom techniques, PPT	Video clippings of different classroom techniques, PPT	Completed

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

	Unit 6: Language across Curriculum	a) Language for specific purpose: Education & Training, Research	Talk on language used for research work documentation, Video on the importance of effective communication skills and how to improve communication skills, PPT	Talk on language used for research work documentation, Video on the importance of effective communication skills and how to improve communication skills, PPT	Completed
		b) Relationship to content- based instruction • Language and Mathematics • Language and History: • Language and Science • Language and Geography	Group activity on subject specific vocabulary, PPT	Group activity on subject specific vocabulary, PPT	Completed
		c) Language and Medium of instruction	Research articles, Videos, Debate cum Discussion, PPT	Research articles, Videos, Debate cum Discussion, PPT	Completed

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Grade 'A' by NAAC (3rd Cycle)

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

TEACHING PLAN (Academic Year: 2023-2024)

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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**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: 2023-2024)

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

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: 2023-2024

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

Course: Environmental Education Semester: IV

Total Credits: 6

Work Load Allocation: 100%

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

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

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

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

		environmental	➤ Lecture Method		
		management			
		c – Environmental Audit (Definition; Features and types of environmental auditing)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies 	100% Complete
	Unit 5: Sustainable Environmental Management	a- Sustainable Development: Meaning, Need Guiding Principles	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete

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

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

St. Teresa's Institute of Education

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

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

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

Academic Year: 2023-2024 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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Reaccredited with Grade 'A' by NAAC (3rd Cycle)

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

Academic Year: 2023-2024

Name of Faculty: Dr. Reshma Rodrigues

Course: Interdisciplinary Course 4 – Creating An Inclusive School

Semester: IV

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
Module 1 – Towards Nurturing Inclusion	Unit 1 – Understanding Inclusion	a – Difference between diversity, disability and inclusion	Games to explain the concept of diversity, Activities on disability, PPT	Games to explain the concept of diversity, Activities on disability, PPT	Completed
		b – Meaning and Need of Inclusion (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)	Video clippings on issues related to inclusion of disable students, Discussion, JAM board, PPT	Video clippings on issues related to inclusion of disable students, Discussion, PPT	Completed
		c – Models of Inclusion (Charity Model, Functional Model and Human Rights Model)	Videos on disabled people, Discussion, JAM board, PPT	Videos on disabled people, Discussion, PPT	Completed
	Unit 2 – Nurturing Inclusion	a – Concept of children with special needs and their types	Games to spread awareness on different types of disabilities, Google Form, PPT	Games to spread awareness on different types of disabilities, Google Form, PPT	Completed

		b – Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities	Case studies, Discussions, Video clippings, PPT, Quiz on General Knowledge to teach Intellectual disability	Case studies, Discussions, Video clippings, PPT, Quiz on General Knowledge to teach Intellectual disability	Complete
		c – Catering to Special Needs: Sensory, neuro-developmental, loco-motor and multiple disabilities	Case studies, Discussion, Video clippings, PPT	Case studies, Discussion, Video clippings, PPT	Complete
	Unit 3 – Policies Promoting Inclusion	a – International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)	Video clippings, Seminar Presentations, Discussion, PPT	Video clippings, Seminar Presentations, Discussion, PPT	Complete
		b – National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for Persons with Disability 2006, Right to Education Act, 2000	Video clippings, Seminar Presentations, Discussion, PPT	Video clippings, Seminar Presentations, Discussion, PPT	Complete
		c – Educational concessions, facilities and provisions for CWSN	Analysing policies of educational boards regarding inclusion, Seminar Presentations, Discussion, PPT	Analysing policies of educational boards regarding inclusion, Seminar Presentations, Discussion, PPT	Complete
	Module 2 – Addressing Learners’ Diversity	a – Curriculum adaptation/ modifications - Disability wise curricular adaptations / modifications in Instructions	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity using Jigsaw on disability wise curricular adaptations and modifications, PPT	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity on disability wise curricular adaptations and modifications, PPT	Complete
		b – Strategies for differentiating content in an inclusive classroom	Videos on inclusive teachers’ routine at the school, writing lesson plans and executing the same using the strategies of differentiation, PPT	Videos on inclusive teachers’ routine at the school, writing lesson plans and executing the same using the strategies of differentiation, PPT	Complete

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

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

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

Academic Year: 2023-2024

Name of Faculty: Dr. Reshma Rodrigues

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

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

Academic Year: 2023-2024 Name of Faculty: Dr. Joan Lopes

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

EducationSemester: (To be certified by the Institute in

Semester IV) **Total Credits: 6 Work Load Allocation: 100%**

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completed status
MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION	Unit 1: Introduction to Concepts of Drama and Art	a) Forms of Drama and Art – Visual and Performing	Power point presentations, Youtube videos, Workshop	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Complete
		b) Elements of Drama and Art	Talk by a Resource person and Workshop	Talk by a Resource person on Google Meet platform and Workshop	Complete
		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	Complete
	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	Complete
		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	Complete

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

Name of Faculty: Associate 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
Module 1 – The World within the Self	Unit 1: Exploring the Self	a – Exploring self-identity and self-image	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Meditation ➤ Self-reflection ➤ Peer sharing ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Meditation ➤ Self-reflection ➤ Peer sharing ➤ Lecture Method (Online) 	100% Complete
		b – Analysis of strengths, weaknesses, opportunities and challenges (SWOC)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Worksheets ➤ SWOC Analysis ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Worksheets ➤ SWOC Analysis ➤ Lecture Method (Online) 	100% Complete
		➤ c – Techniques of Self-reflection (Reflective diary, Creative imagery, Reflective dialogue and discussion, Social Media blog and Online communication)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Reflective diary ➤ Creative imagery ➤ Reflective dialogue and discussion ➤ Social Media blogging ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Reflective diary ➤ Creative imagery ➤ Reflective dialogue and discussion ➤ Social Media blogging ➤ Lecture Method (Online) 	100% Complete

	Unit 2: The Evolving Self	a – Development of self-esteem and self- confidence	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Worksheets 	100% Complete
			<ul style="list-style-type: none"> ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on self-love and self-concept 	<ul style="list-style-type: none"> ➤ Gaming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on self-love and self-concept 	

		b – Management of Emotions	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on Emotional Intelligence 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on Emotional Intelligence 	100% Complete
		c – Positive Thinking	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on the Power of Positive Thinking ➤ Prescription of Self-help books for reading to build the habit of Positive Thinking 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on the Power of Positive Thinking ➤ Prescription of Self-help books for reading to build the habit of Positive Thinking 	100% Complete

Module 2 – Self and the World	Unit 3: The Emerging Self	a- Personal Mastery through Self compassion, Spirituality and Value System	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Meditation exercises ➤ Lecture Method (Online) ➤ Workshop on Personal Mastery through Self compassion, 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Meditation exercises ➤ Lecture Method (Online) ➤ Workshop on Personal Mastery through Self compassion, Spirituality and Value System ➤ Prescription of Self-help books for reading to 	
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			Spirituality and Value System ➤ Prescription of Self-help books for reading to develop Self- Compassion	develop Self- Compassion	
		b- Harmony and Peace with Self through Mindfulness	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Mindfulness exercises ➤ Lecture Method (Online) ➤ Workshop on Harmony and Peace with Self through Mindfulness ➤ Prescription of Self-help books for reading to develop Mindfulness	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Mindfulness exercises ➤ Lecture Method (Online) ➤ Workshop on Harmony and Peace with Self through Mindfulness ➤ Prescription of Self-help books for reading to develop Mindfulness	10 Com

		c- Development of Resilience	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on developing Resilience ➤ Prescription of Self-help books for reading to develop Resilience ➤ Sharing of Success Stories of people who have faced challenges in life 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on developing Resilience ➤ Prescription of Self-help books for reading to develop Resilience ➤ Sharing of Success Stories of people who have faced challenges in life 	10 Com
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	Unit 4: The Caring Self	a- Empathetic Listening and Sensitivity	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Cooperative Learning Strategies ➤ Role Playing 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Cooperative Learning Strategies ➤ Role Playing ➤ Lecture Method (Online) 	10 Com
			<ul style="list-style-type: none"> ➤ Lecture Method (Online) ➤ Workshop on developing Empathetic listening skills 	<ul style="list-style-type: none"> ➤ Workshop on developing Empathetic listening skills 	
		b- Assertive Self Expression	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on developing Assertiveness 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on developing Assertiveness 	10 Com
		c – Conflict Resolution	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Situation Analysis ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Situation Analysis ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) 	10 Com

Annexure III

Curricular and Co-curricular Activities

Sr. No	Date	Activity to develop deeper understanding of the field of Teacher Education.
1	8 th August 2023	Alumni Mentoring
2	4 th August 2023	Alumni Mentoring
3	28.06.2023	Demo Lessons By Alumni
4	March 4, 2024	Workshop on Mindfulness
5	12 th October 2023	Financial Planning
6	October 5, 2023	Session on Waste It Or Invest It
7	7 th October 2023	Ethical Hacking and Cyber Security Seminar
8	29 th November 2023	Orientation to N-List
9	4 th January 2024	Session on Personality Development and Menstrual Hygiene
10	18 th April, 2024	Workshop On Preparation Of E-Brochure
11	9 th & 10 Jan 2024	Mental Health Literacy Session
12	27 th January 2024	Workshop on Open Educational resources
13	22nd March 2024	Workshop on Common Errors in English Communication
14	16th March 2024	Workshop on Artificial Intelligence in Education
15	12 th April 2024	A State Level Seminar for Secondary School Teachers of CCR Schools
16	20th April 2024	Session on Action Research
17	20th April 2024	Annual Research Paper Reading Session
18	2 nd February 2024	Formal Language for Research Writing Webinar
19	30th April 2024	Workshop on IEP
20	Jun 26, 2023	Alumni Mentoring: Preparation for Internship by Blossom Pereira

Sr. No.	Date	Capacity building activities to ensure procedural knowledge	Competencies gained
1	November 2023 to April 2024	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	Jan-Aug, 2024	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	October 2023 - February 2024	English Grammar Pro – Beginner to Advanced	<ul style="list-style-type: none"> • Students could recognize and understand the meaning of targeted grammatical structures in written and spoken form. • Students developed capacity to use targeted grammatical structures meaningfully and appropriately in oral and written production. • Students were able to self-correct when using targeted grammatical structures. • Refinement in spoken and written English
4	July 2023- April 2024	Electronic Information Literacy (EIL) Course (S.Y.B.Ed.)	<ul style="list-style-type: none"> • Trained in several online information search techniques • Acquainted with the evaluation parameters/criteria to check authenticity of online information • Able to use formal language for writing action research report. • Developed consciousness for research and academic ethics. • Students became proficient in Effective Web Search Techniques to retrieve most authentic and relevant sources in least time which is need of the hour. • Students learnt the concept of plagiarism and could develop Citation Managed and Plagiarism free academic writing skills.

5	July 2023- March 2024	Tech Fluent Teachers Course (F.Y.B.Ed.)	<ul style="list-style-type: none"> • Equipped student teachers with technical know-how and skills • Instilled confidence in student teachers to transact online teaching-learning in context of the present times • Added a technological dimension to Teacher Education
6	August 2023 – April 2024	Vocational Education Nai Talim Experiential Learning (VENTEL Programme)	<ul style="list-style-type: none"> • Developed abilities to be young entrepreneurs of the future • Introduced an element of earning while learning
8	September 30, 2023	Big Five Talk Show	Oriented student-teachers to the educational policies and practices of schools affiliated to the different Boards of Education.
9	12 th January 2024	Orientation to the CTET	Hands-on experience was given to answer the competitive exam, thus boosting the confidence of the students
11	1 st July 2023	Workshop on Experiential Learning Lesson Planning	Students learned creation of experiential learning lesson plans
12	16-18 Jan 2024	Certificate course on Mental Health First Aid programme	Students gained deeper understanding about mental health issues and how to tackle them
13	11th, 12th Jan 2024	Certificate course on Mental Health Awareness programme	Students gained deeper understanding about mental health issues and how to tackle them
14	16 th March 2024	Enhancing Teaching through Questioning and Minimising Teacher Talk	Students enhanced their understanding about the art of asking good questions and the benefits of the same.

Sr. No	Date	Activities aimed at application of acquired competencies	Nature of work done
1	All Semesters	Internship	Student-teachers participated in various school related activities and celebrations. Theme based lessons were given by student-teachers to sensitize the school students about the theme of SDGs Based on this theme each practice teaching group created an E-Module Student-teachers administered a Unit test in school and thereafter analysed the results.
2	26 th April 2024	E-Module Preparation Competition	This year, the E-Module preparation focussed on the theme- Scaling the Heights of Education and Development. 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) Environmental Education (EE) 3) Annapoorna Yojna (APY)	<ul style="list-style-type: none"> • Interviewed two professional from the field • Prepared four e-posters • Prepared a video for Career Exhibition • Prepared the e-brochure for further dissemination of information gathered on the selected career • Conducted a survey to determine the status of women • 120 hours of work in extension activities related to Career Project (CP), Environmental Education (EE) and Annapoorna Yojna (APY)

5	December 22. 2023	Christmas Outreach Programme	Student-teachers of STIE visited various community centres and conducted the Christmas Outreach Programme
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Sr. No	Date	Activities aimed at skill/competency development	Skills/Competencies developed
1	18th March to 28th March 2024	Make a Difference Week	<ul style="list-style-type: none"> Created sensitivity towards issues of environmental significance. Propagated awareness about the need for environmental conservation. Oriented student-teachers and faculty to different eco-friendly practices. Instilled values of environmental protection in student-teachers at large.
2	21 st October 2023	Street Play Workshop	<ul style="list-style-type: none"> Students developed the competencies of stagecraft and performance.
3	10th August 2023	Teaching Aids Competition	Students displayed their competency in preparing working models and teaching aids to make the teaching-learning activity effective.
4	April 13, 2024	Beach Clean-up Drive	Students participated in the Beach Clean-up Drive at Dadar Beach
5	August 11, 2023	Celebration of the Science Day - Eureka Dhamaka	All the celebrations were aimed at creating sensitivity regarding various issues, diversity in Indian culture, unity in diversity, regard for India's rich cultural heritage, honouring languages and contribution of Indians to various scientific, mathematical and historic fields.
6	31st October, 2023	Workshop On Drama And Art In Education	
7	19 th October 2023	Vachan Prerana Din: Sp. Assembly, Movie Screening: I am Kalam Competitions: Quiz, Book Mark, Its My Quote,	

8	25 th Jan 2024	National Voters Day Celebration	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.
9	1 March 2024	Marathi Bhasha Gaurav Din	
10	15th January,2024	Field Visit- Chhatrapati Shivaji Maharaj Vastu Sangrahalaya	
11	12 th Jan 2024	Poster Making Competition S.Y.	
12	16 th Jan 2024	Poster Making Competition F.Y.	
	April 10, 2024	Singing Competition	
13	6th April 2024	Annual Sports Day	
14	October 30,2023	Inter-College Poetry Competition	
15	October 31, 2023	Inter-College Essay Writing Competition	
16	29 th Feb 2024	Celebration of English Language Day	
17	12 th Feb 2024	UDAAN Festival	
18	14 th October 2023	Celebration of Feast of St. Teresa of Avila	
19	14th October 2023	Miss Education Contest	
20	9 th Nov 2023	Diwali Celebration and Competitions	
21	14-28 Jan 2024	Marathi Bhasha Pandharavada: Marathi Movie Screening: Anandi Gopal; Competitions- Hastakshar, Shuddhalekhan	
22	16th April 2024	Ambedkar Jayanti Celebration	

Annexure IV

Faculty Publications (2023-24)

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

Year	Title of the book/chapters published	Title of the paper	National / international	Year of publication	ISBN number of the proceedings
2023-24	Dr. Cindrella D'Mello	Journal of Emerging Technologies and Innovative Research An International Open Access , Peer-reviewed, Refereed Journal, Vol 10, Issue 12	International	Dec 2023	ISSN 2349-5162
2023-24		International Journal of Creative Research Thoughts, An International Peer Reviewed & Refereed Journals, Open Access Journal	International	Jan 2024	ISSN:- 2320-2882
2023-24		International Journal of Research And Analytical Reviews, Peer Reviewed & Refereed Journal, Open Access Journal	International	Feb 2024	E-ISSN 2348-1269,
2023-24		Innovative Tjthoughts International Research Journal Volume 10, Issue 2,	International	Feb 2024	ISSN 2321-5453 (Print) ISSN 2347-5722 (Online)
2023-24	Dr. Cerena D'Cunha	Innovative Thoughts International Research Journal. Volume 10, Issue 2, February 2024	International	Feb 2024	ISSN 2347-5722 (Online)
2023-24		Global Online Electronic International Interdisciplinary Research Journal (GOEIIRJ), Peer Reviewed Refereed Journal, Volume – XIII, Special Issue – VI, April 2024	International	Apr 2024	ISSN : 2278 - 5639

2023-24	Prof.Dr. Giselle D'souza	Innovative Thoughts International Research Journal. Volume 10, Issue 2, February 2024	International	Feb 2024	ISSN 2347- 5722 (Online)
2023-24		Journal of Emerging Technologies and Innovative Research An International Open Access , Peer- reviewed, Refereed Journal, Vol 10, Issue 10, October 2023	International	October 2023	ISSN 2349- 5162
2023- 24	Dr. Shakuntala Nighot	Rejuvenate Libraries in the modern Society, Shiddhilingeshwar Prakashan; Kalaburagi (June 2023) 243- 247	National	June 2023	ISBN: 9881963602 83

Annexure V

Make a Difference Week 2023- 2024

I) Basic Details

Name of the Activity: **M.A.D (Make A Difference) WEEK – 2023-2024**

Date	Faculty	Department/Committee	Co-ordinator Name
18/03/2024 To 28/03/2024	Arts	Education	Prof. Dr. Giselle D'souza
Time	Venue	Activity for Class/Group with Total Number of Attendees	Nature: Indoor/Outdoor
8.30 am to 9.10 am	Multipurpose Hall, STIE	97 (49 – FY's & 48 – SY's)	Indoor
Name & details of Resource Person		Names of Staff Members who supported	Names of Students who Supported
		Dr. Joan Lopes Dr. Cinderella D'mello Dr. Cerena D'cunha Dr. Reshma Rodrigues Sr. Cheryl Gladis	SY EVS students (24 students)



Annexure VI

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

Environmental Education (EE):

The Department of Life Long Learning and Extension (DLLE) at the University of Mumbai, India has environmental protection projects. These projects aim to raise awareness about environmental issues and encourage sustainable living.

Anna Poorna Yojana (APY)

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

Career Project (CP)

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

Details of the students enrolled for Extension Education in the year 2023 – 2024

Batch	Activity	No. of Student Managers	No. of Students	Total No. of Students
23-24	C.P.	2	40	49
	A.P.Y		7	
23-24	E.E	2	48	50

Annexure VII

Library as a Learning Resource Library Statistics of E-Resources & Expenditure

Name of service subscribed to	Details of memberships	Details of subscriptions	No. of e-resources with full text access	Validity period
1. e-journals	10 e-journals databases are subscribed through NLIST for which membership is taken on 31-05-2011	Institution Subscribes to NLIST resources since May 2011, which is part of e-Shodhasindhu. NLIST gives access to 10 e-book databases and 12 e-journal databases NLIST subscription is renewed for year 23-24. Its valid till 31. 3.2025	6000+	31st March 2025
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	31st March 2025
3. e-books	12 e-book databases are subscribed through NLIST for which membership is taken on 31-05-2011		1,99,500+	31st March 2025
4. Databases	22 databases are subscribed through NLIST, Registered for NLIST on 31-05-2011		22 databases through NLIST	31st March 2025
5. Shodhganga	membership is not applicable to colleges	Access to fulltext Shodhganga resources is free for all	365874	NIL

Total Library Expenditure: 2023-24

AQAR 2023 - 24

4.2.4 Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant

Far RAO & Arshad
Chartered Accountants
Registration No. 119623W

ADDITIONAL ADDRESS:
LICHCHI WARDHAM,
MUMBAI-400 074.

UNIT 101, 101 FLLOOR,
BANDRA LIGHT INDUSTRIAL PARK ROAD,
BDR, MIDCRA LANE, BROADWAY,
MUMBAI - 400 074.
PHONE NO. : 022-26424277/26424278

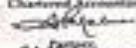
ST. TERESA'S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI
NON-SALARY ACCOUNT
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2024

RECEIPTS		PAIDMENTS	
	Rs.		Rs.
To Balance on 01.04.2023		By Rent	198,054.00
With Union Bank of India		• Audit Fee	30,440.00
On Savings Bank Account		• Professional Fee	8,000.00
A/c No. 5102020000567	140,217.99	• Travelling	26,008.00
Cash on Hand	5,652.00	• Electricity Charges	76,209.14
		• Postage	839.00
		• Telephone	4,975.00
		• Activity Expenses	104,777.00
From :		• Bank Charges	595.49
Activity Fees:		• Interest Charges	16,000.00
F.Y. 2023-2024	181,500.00	• Guts	10,585.00
S.Y. 2023-2024	6,624.00	• Fuel & Oil Expenses	881.75
S.Y. 2023-2024	11,613.16.00	• Charity	500.00
	90,537.16	• Students Allowance	7,400.00
Guest House Fees:		• Library Journals	24,000.00
F.Y. 2023-2024	46,750.00	• Library Non-Membership	5,000.00
S.Y. 2023-2024	1,140.00	• Teaching Material	3,750.00
S.Y. 2023-2024	29,623.00	• Books	5,000.00
	90,513.00	• Picnic Expenses	57,308.00
Laboratory Fees:		• Salaries:	
F.Y. 2023-2024	40,750.00	Office	58,224.00
S.Y. 2023-2024	1,500.00	Printing	31,858.00
S.Y. 2023-2024	29,623.00		90,082.00
	90,555.00	• Seminar Expenses	1,800.00
Library Fees:		• Mobile Expenses	75,000.00
F.Y. 2023-2024	40,750.00	• Deep Cleaning/Service	32,984.00
S.Y. 2023-2024	1,140.00	• Repairs & Maintenance- Physical	203,881.00
S.Y. 2023-2024	29,623.00	• Repairs & Maintenance- Academic	144,500.00
	90,555.00	• Transportation Paid	43,283.00
Interest on:		• Supervision	2,000.00
Savings Bank Account	2,994.00	• Admissions	26,000.00
	10,600.00	• Affiliates	20,000.00
Fees Paid		• Library Training	1,300.00
Transfer Certificate Charges	2,400.00	• Examination Fees	4,070.00
Donations	2,760.00	• Refund of Fee	7,061.00
Recommendation Letters	1,370.00	• University Fees Paid	162,048.00
Exam Expenses	12,304.00	• U.O.S. Paid (Advance)	400.00
Loss from:			
Trust Account	1,140,964.00	Assets :	
		Electrical Equipment	29,900.00
Transfer from:		Furniture	47,424.00
Miscellaneous Account	750.00	• Library Books	55,607.00
		Magazines	24,000.00
		Fees	117,212.00
			302,758.00
		Transfer to:	
		Extension Education Account	9,800.00
		Balance on 31.03.2024:	
		With Union Bank of India	
		On Savings Bank Account	45,408.34
		A/c No. 5102020000567	1,750.00
		Cash on Hand	27,318.64
TOTAL SUPPLIES	1,438,936.99	TOTAL SUPPLIES	1,438,936.99

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: 04 July 2024.

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

Far RAO & Arshad,
Chartered Accountants.

CA. ARSHAD MEHREZ
MEMBERSHIP NO. 30624

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

Annexure VIII

Campus Interview Programme

Sr · No	Name of the student placed	Name of the employer with contact details
1	Saleena Cardoso	Aspee Nutan Academy(ICSE),Malad
2	Petrea D'Costa	Aspee Nutan Academy(ICSE),Malad
3	Premal Mascarenhas	Witty International School,Malad
4	Carol Fernandes	Don Bosco High School, Matunga East(SSC)
5	Ayesha Sayyed	St.Michael High School(SSC),Mahim
6	Uriah Barboza	St.John The Evangelist High School(SSC),Marol
7	Venita D'Souza	Nirmala Convent, Nashik City
8	Erica Andrandes	Don Bosco School(CBSE), Borivali West
9	Karishma Gonsalves	St.Xavier's Junior College,Churchgate
10	Aishwarya Bombarkar	St.John The Evangelist,Andheri
11	Bridgel Dunbar	St.Ann's High School(ICSE),Fort
12	Helen Miranda	St.Xavier's College,Churchgate
13	Alrica Falcao	Apostolic Carmel High School, Bandra
14	Salomi Farel	St.Agnes High School(ICSE), Byculla
15	Jolene Fernando	Holy Name High School, culaba
16	Joan Mascarenhas	Apostolic Carmel High School, Bandra
17	Romania Dias	Divine Child High School,Malapur
18	Leresa Pereira	Apostolic Carmel High School, Bandra
19	Nimisha Kadam	St.John The Evangelist High School(SSC),Marol
20	Chresanne D'souza	St.Ann's High School,Malad
21	Andrea D'souza	Arya Vidya Mandir, Bandra
22	Numa Sheikh	Aspee Nutan Academy(ICSE),Malad
23	Senia Lopes	Rustomjee Cambridge International School,Virar
24	Shanaya D'silva	Ryan International School, Nalasopara
25	Muba Shera	Obero International School
26	Nissa Sheikh	Sophia College of Women, Mumbai
27	Shruti Chikalker	Social Service League
28	Anju Vergese	Saraswati Vidyalaya
29	Blessy Rebello	Vasant Vihar High School

30	Rossette Lobo	St. John The Evangelist High School
31	Sonia Nachankar	St. Mary's Malankara High School
32	Maria Thomas	Ryan International School
33	Rochelle Dias	National English High School, Virar
34	Michelle Kini	Rishi Valmiki Eco School
35	Sancia Andrandes	Canossa High School, Vasai
36	Rachel Gonsalves	R.N Podar High School, Santacruz
37	Leoni Falcao	Arya Vidya Mandir, Bandra
38	Jencylin Fernando	Ryan Christian School
39	Ninoshka Carvalho	Dahisar School
40	Alisha Gonsalves	St Xaviers College, Churchgate

Annexure IX

Links for Online Feedback

LINK FOR EXIT POINT QUESTIONNAIRE: 2023 – 24

https://docs.google.com/forms/d/e/1FAIpQLSey_7rw7LRRiGpxGS-yPzWaiahx1IqpFvI98O1uJ77MdC3oeQ/viewform?usp=sharing

Part B Exit Point Questionnaire: 2023 – 24

<https://docs.google.com/forms/d/e/1FAIpQLSdlAqGEiCeiqdssUPBhlzSK7qgtinpS9vgypaZ0zHHwYLIXYg/viewform?usp=sharing>

LINK FOR ENTRY POINT QUESTIONNAIRE: 2023 – 24

<https://forms.gle/GWNGNXAaAaV6ikcK6>

Alumni Feedback Form:

<https://docs.google.com/forms/d/e/1FAIpQLSeRsCTMZQ4BiXtd3Zf5Oz7JUrmOH4d9LThDREqWJrTg4jvYQ/viewform?usp=sharing>

Internship Feedback from students:

<https://forms.gle/EGznJay9fSdoTSe28>


Annexure X

List of schools selected for internship with address

- Isaac Newton High School (CBSE), Vasai.
- St Thomas High School, Goregaon.
- Don Bosco High School, Borivali.
- Our Lady Of Health High School, Sahar.
- St. Thomas Academy, Goregaon.
- Our Lady of Nazareth High School, Bhyandar.
- St Louis High School, Dahisar.
- Apostolic Carmel Convent high School and Junior College, Bandra.
- Canossa Convent High School, Mahim.
- Jesus and Mary Convent High School, Naigaon.
- St. Teresa's Convent High School, Santacruz.
- St. Charle's High School, Vakola
- St. Thomas ICSE And Junior College, Vasai
- Divine Child High School, Andheri

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

Semester 2 – 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 / 9076000252
28-06-2024

To
The Principal,
Convent of Jesus and Mary High School,
Naigaon West.
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 1st July 2024 to 10th August 2024 and it would last for approximately five working weeks, excluding **Thursdays and Saturdays** as they have to attend college lectures on those days. We would need to place 8/9 B.Ed. student-teachers for this Internship in your esteemed institution.

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 4 to 5 lessons per day in the subjects English/Science which will be observed by their peers as part of Peer Observation.

Students would also spend the first three days 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. Kindly suggest to them which teacher each of them would be permitted to shadow.


We would also appreciate if you could grant our teacher trainees permission to orient your school students to the GO- GREEN with TETRAPAK project and donate empty tetra paks to be a part of this green endeavor.



To conclude, Internship Activities in a Nutshell

Sr. No.	Activity
1.	5 lessons per day in English/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. Looking forward to an enriching and rewarding collaboration with your esteemed organization.

Thanking you.


Prof. Dr. Giselle D'Souza,
Principal In-Charge

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 / 9076000252

To,

The Principal,

St. Thomas Academy
Goregaon

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 30th October 2023 to 16th December 2023 and it would last for approximately six working weeks, excluding **Thursdays and Saturdays** as they have to attend college lecturers on those days. We would need to place 10 B.Ed. student-teachers for this Internship in your esteemed institution.

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.

We would also appreciate if you could grant our teacher trainees permission to orient your school students to the GO- GREEN with TETRAPAK project and donate empty Tetra Paks to be a part of this green endeavor.

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.

K. D'Souza

Prof. Dr. Giselle D'Souza,
Principal In- Charge



P. D'Souza
Head - Mistress,
St. Thomas Academy
(Goregaon West)
23/08/2023



St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel: 022-26490252 / 907690252

To,
The Principal,

St. Louis High School, Dahisar

05th December 2023

Respected Principal,

We express our heartfelt gratitude and appreciation for granting our students your kind permission to intern at your school from 30th October 2023. We thank you for your wholehearted support and assistance provided to them by way of several opportunities for their growth and development while they were at your Institution. We are sure it has been a rich and valuable learning experience for them.

However, this letter is to convey that we will have to **end the current on-going internship on the 5th December 2023** as we have just been informed that our **National Inspection is scheduled for 14th and 15th December 2023**. This will require us to train the students for the Cultural Programme which the college has to put up as a part of this inspection. And hence, we have to take the decision of terminating the internship earlier than we had initially planned. We look forward to your kind understanding in the matter and are grateful to you for the same. **The students will complete their lessons on 5th December 2023, which will be their last day at your school.**

We would value your feedback on their performance during this internship and hereby request you to fill up the evaluation form sent to you.

May God bless you abundantly for all your co-operation and support extended to our students. May your institution be rewarded with every blessing and success in your every endeavour! Thanking you once again and looking forward to your continued co-operation.

With gratitude,


Yours sincerely,

Gouge
Prof. Dr. Giselle D'Souza,
Principal In-charge



Biju
5/12/23
HEAD MASTER
ST. LOUIS HIGH SCHOOL
NEAR OLD BRIDGE, DAHISAR (W),
MUMBAI-400 068.

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 / 9076000252

To,
The Principal,
St. Louis High School,
Dahisar West


Respected Principal,

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


We wish to seek permission for us to network with your school for the Internship of the Semester IV, 2023 - 2024. We intend beginning this internship tentatively from **05.02.2024** and it would last for approximately **five working weeks**, excluding **Thursdays and Saturdays** as they have to attend college lecturers on those days. We would need to place 10 B.Ed. student-teachers for this Internship in your esteemed institution.

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

Thanking you with warm regards,


Prof. Dr. Giselle D'Souza,
In-Charge Principal.

By
9/1/24
HEAD MASTER
ST. LOUIS HIGH SCHOOL
NEAR OLD BRIDGE, DAHISAR (W).
MUMBAI-400 068.



Annexure XI

ST. TERESA'S INSTITUTE OF EDUCATION

List of welfare measures provided by the Institution 2023 - 2024

1. 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.

2. 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.

3. 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.




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

4. **Appreciation for outstanding achievements:**

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

5. Medical leave

- Dr. Cerena D'Cunha was sanctioned Medical Leave from 14.08.2023 - 17.08.2023
- Dr. Shakuntala was sanctioned Medical Leave 5.10.2023,
- Ms. Delicia Pinto was sanctioned Medical Leave 29.08.2023.
- Mrs Sharmila Vaz was sanctioned Medical Leave 03.06.2023, 19.06.2023.
- Mr. Sanjay Gurav was sanctioned Medical Leave from 8.08.2023 - 11.08.2023, 25.10.2023 - 26.10.2023.
- Mr. Laxman Garje was sanctioned Medical Leave from 27.03.2023- 29.03.2023, 24.07.2023-25.07.2023, 14.08.2023, 19.10.2023 - 21.10.2023, 21.12.2023.
- Mr. Anthony D'Souza was sanctioned Medical Leave from 20.09.2023 -22.09.2023.

Provident fund

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



Klinge
Jh. Principal
St. Teresa's Institute of Education
S. V. Road, Coimbatore (Kerala)
Munich-400 054

Annexure XII

SWOC

The following listed are the Strengths, Weaknesses, Opportunities & Challenges of STIE by students of academic year 2023-2024.

STERENGHTS

The faculty and the ways of teaching. They are effective in order to understand what the students needs are and how to teach them.

St Teresa's Institute of Education - Strengths - the way it conducts Campus interviews is very systematic. Opportunities are given to all the students to participate in various activities. Internship schools are given most of the time keeping in account the travel of students, unless any difficulty. St Teresas has the best professors team who is always helpful and approachable.

Practical teaching experiences, online certificate courses, green club activities and initiatives, training on educational software and applications, seminars, workshops, schedule for submissions.

Qualified faculty, well designed curriculum plan and activities

Experienced faculty: My institute has experienced and qualified faculty members who are experts in their field, providing students with high-quality education and guidance.

Well-equipped facilities: Institute has modern facilities and resources such as a library, computer labs, and educational technology tools to enhance the learning experience for students.

Strong curriculum: Additionally the institute well-designed curriculum that covers a wide range of topics and prepares students for the teaching profession effectively.

Practical training opportunities: My Institute also provides students with practical training opportunities such as internships and teaching practice sessions to gain hands-on experience in the field.

Supportive environment: This is one of the key strength that the institute has a supportive and nurturing environment for students, providing them with the guidance and resources they need to succeed in their academic and professional endeavors.

The study. Providing students the necessary help and guiding them for their papers and studying the right content. Providing the necessary resources.

The Institute organizes many programmes and seminars that are beneficial for student teachers which is highly appreciated.

My institution stands out because it offers a wide range of workshops, seminars, and activities, along with a unique mentoring program. This sets us apart and gives students valuable opportunities to learn and grow. Overall, these initiatives make our institution strong and competitive in the education sector.

Our institution is great at getting students ready for the real world. They help students become good multitaskers, offer excellent job placements, and teach strong values to help them become good teachers. I believe, these are the strengths others see in us.

Our institution excels in providing high-quality education through experienced faculty and innovative teaching methods. We prioritize research and innovation, offer state-of-the-art facilities, promote global perspectives, and foster strong industry partnerships, all contributing to our reputation and success.

1. Professors- Unlike other colleges my college professors has unique way of teaching and adjusting the explanation according to our level of understanding and interest. They also give us hands on experience such

as tests, role play, homework which further enhances the teaching learning experiences.

2. Instilling Values- Values such as honesty, punctuality, proper dress code, and many other values which we need to have as a teacher are focused in internships as well as in college.

3. Assemblies and such activities which prepares us for any situation is something that other colleges don't.

Hands-On Experience, High Accreditation Standards, Online Learning Platforms

1. Experienced Faculty: Dedicated teachers with deep knowledge.
2. Active Alumni Network: Supportive network for career guidance.
3. Strong Partnerships: Collaborations enrich student experiences (e.g., internship programs).
4. Vibrant Campus Life: Offers a variety of activities, sessions, courses, talent shows, and celebrations for a well-rounded student experience.

As a student at this institution, I can confidently say that there are several aspects that truly set it apart from others.

1. Outstanding Professors: We have some of the best professors who are not only experts in their fields but are also genuinely dedicated to our success. Their teaching methods are engaging and they are always available to support us.
2. All-Round Development Activities and Add on Courses: The variety of extracurricular activities offered here is incredible. Whether it's activity or the add on course, there's something for everyone, which helps us grow in all aspects of life, not just academically.
3. One-on-One Mentoring: The personalized mentoring program is a game-changer. Each student receives individual attention and guidance tailored to their specific needs and goals, which makes a huge difference in our personal and academic growth.

These strengths make our institution a standout choice and are key reasons why I and many others are proud to be part of this community.

The faculty is one of the greatest strength of our institution. Also, the internship opportunities from good schools really made a difference in our growth. The knowledge imparted by the faculty and the internship helps us stand out from the rest. Sustainability projects on campus is a good initiative as well to attract environmentally conscious students.

One of the greatest strength of the institution is the faculty. The quality of education they provide enhances our learning and brings out the best in us. Each professor has a different teaching methodology to create interest for the subject. Next strength is the various courses and seminars that are conducted. Those programmes helped us to gain in depth knowledge apart from the syllabus.

WEAKNESSES

Updated computer systems are needed and a faster WiFi network

Improvement can be done in student support services like washroom , comfortable seating and air conditioning especially during summers. Also it would be very helpful if we had more counseling or mentoring sessions.

The proper management of the activities, following the schedule, the management of time, enough time for the assignments and the activities (which did improve by the end)

Where weaknesses are concerned there is nothing much but more hands-on, practical training experiences and internships could better prepare students for real-world teaching.

To improve, the institution could enhance student support services, increase funding for development, and

add a canteen and hostel facilities. Air conditioning in classrooms and the addition of a lift for accessibility are also needed. Increasing outdoor activities and organizing picnics can enrich student life.

Areas for improvement include enhancing technology integration, focusing more on strengthening career services, and upgrading infrastructure.

The classrooms, as well as the lecture hall, are quite spacious and there are adequate fans and ventilation, but the ceiling fans' spacing is not proper. Plus the chairs must be replaced as it gets difficult to keep our books and write sometimes.

The number of mentoring sessions could be increased. Proper seating arrangement and ICT facility

1. Limited Infrastructure: Some of our facilities, such as the canteen and washrooms, could benefit from significant upgrades to better accommodate the needs of the student body.

2. Course Diversity: The range of subject options for the B.Ed. program is limited, which does not adequately cater to students with a background in commerce. Expanding these options would help meet the diverse academic interests and career goals of all students.

The ladies room can have a bit more facilities catering to the needs and it can get a bit crowded during busy times.

OPPORTUNITIES

There is scope of improvement in the technology-based thing like computers, projectors and internet

Partnerships and Collaborations - For further studies

Extend the boundaries and garner more exposure- Collaborate with reputed organizations for aid and activities, which will also lead to provide better academic internship experiences with other boards (ICSE, IGCSE). It would also strengthen the campus placement opportunities with wide range and number of incoming schools.

Getting internship opportunities in international boards like ICSE, IGCSE and IB for better opportunities for students in job seeking

International webinars and workshops.

Online and blended learning programs, Personality development courses, leadership and administration training, Mentorship, etc.

Expansion of programs, collaboration with other institutions, distance learning

Grants and funding opportunities: For various events we can ask institution to apply for sponsors and funding opportunities from various sources, such as government agencies, non-profit organizations, and foundations, to support research projects, academic programs, student scholarships, and infrastructure development.

The Institute must surely conduct detailed sessions on NET/SET, JRF and PhD, which will help the students in future. Also the students should be given adequate (think) time after the session to come up with questions so that all their doubts are cleared.

Providing additional certification programs in specialized areas of education like special needs education, educational technology, or school leadership.

St. Teresa's has left no stone unturned but conducting regular workshops and training sessions on the latest teaching methods and educational technologies would benefit the students.

To help students from commerce backgrounds get better job opportunities, the college could add commerce pedagogy to the current teaching curriculum.

The institution has the opportunity to collaborate with agencies for technology upgrades, skill training, self-grooming, and teacher orientation. This collaborations can enhance capabilities and ensure long-term success

in delivering quality education.

1. Tech Advancements: Utilize technology for personalized learning.
2. Establish a Research Center: Developing a research center could attract faculty and students with a passion for innovation and discovery.
3. Foster Active Club Activities: Encourage and support the creation and operation of vibrant student clubs.

CHALLENGES

The challenges faced by our institute can be the infrastructure, as the B.Ed college is on the 2nd floor its tiring to climb up..

Changing infrastructure to aid the students- Air conditioned classrooms and elevators

Get more updated, have amenities that are up-to-date, like latest computer software.

Evolving curriculum needs incorporation of technology apart from Tech Fluent Teachers course. Practicals in science should be held in college itself as the teachers should be well equipped with the apparatus as institutes have separate labs.

The teacher educators are highly skilled, dedicated and knowledgeable so if the teaching staff is increased I believe their efficiency will also increase manifold, as each one will have adequate time to bring into fruition the plans that they make (they can also have time to understand things from students' perspective). There is too much potential but surely the Institute is under-staffed.

Upgrading technology is important for staying efficient, competitive, and able to meet changing needs in today's digital world.

We have to compete with other institutions for talented faculty, student enrollment, and research grants. The external environment is constantly evolving, with advancements in technology and shifts in student preferences. One potential threat to our organization's future is the rise of autonomous colleges, which could lure away students and faculty with promises of greater independence and flexibility.

Institution must compete with other educational providers, adapt to changing regulations and technology, navigate economic fluctuations. Adaptation, innovation, strategic planning, stakeholder engagement, and continuous improvement are crucial for long-term success.

Decreased Program Relevance: If a specific program's job prospects are declining, it can lead to fewer students enrolling.

Shifting Educational Landscape: The introduction of a 4-year BEd course could impact enrollment for shorter teaching qualification programs.

Brain Drain: A significant number of talented students are opting to pursue their education abroad.

Changing education policies, new regulations can curriculum standards and teaching methods.

The institution doesn't have to worry about any challenges from the external forces as it is doing extremely well and taking care of all the points put forth by the students and working on them consistently.

Appendix XIII

Beach Clean-up Drive

April 13, 2024



Community Work - Outreach Program

April 1 - April 8, 2024

HOLY CROSS HOME FOR SENIOR CITIZENS
Holy Cross Convent, Mercers, Vasa (Pg. 401 201,
Palghar Dist. Maharashtra Ph. No. 9607754604

Date: - 08/04/2024

From,
Sr. Monica Minj

To,
The Principal
St. Teresa's Institute of Education
S.V. Road, Santacruz (W)
Mumbai - 400054

Respected Principal,
This is to inform you that,

1. Karishma Gonsalves
2. Rachel Gonsalves
3. Salomey Patel
4. Leoni Falcao
5. Aashle Rodrigues
6. Enea Andrades
7. Nimeshika Carvalho
8. Africa Falcão
9. Pauline D'Souza
10. Soma Almeida

The above mentioned students have attended their community service in our Institute Senior Citizens Home Mercers from 1st April to 8th April 2024 (6 days). They were regular, reached on time, very committed and responsible. They conducted various activities like cooking, washing, ironing their mails, combing, serving fruits, meals, Games, exercise, etc. They have done all possible help and support to the inmates here in our senior citizens home. We are happy with their selfless service rendered to all of us. God bless them for their future mission, may they have good success in life.

I am grateful to you dear Principal and the staff of St. Teresa Institute of Education, for choosing our institute for their community work.

Thanking you,
Yours Sincerely

Sr. Monica Minj
Sr. Monica Minj
Mercers Vasa
HOLY CROSS SENIOR CITIZENS
HOME, VASA, Dist. Palghar.

RADHIKA OLD AGE HOME
Managed By - SUNANDA FOUNDATION (REG)
HOME FOR OLD AGE
House No. 959, Ranpatti, Jeladi-Ranpatti Road, Vatar Shala Stop, Vatar, Virar (W) - 401 301.
Contact : 9225103552

Date: 08.04.2024

To,
Dr. Giselle D'Souza
Principal,
St. Teresa's Institute of Education
S. V Road,
Santacruz West,
Mumbai, 400054.

Subject: Completion of Community Work.

Respected Ma'am,
This is to certify that the following names i.e

14 - Rochelle Dias
16 - Shania D'Silva
31 - Hannah Godfree
36 - Senia Lopes
42 - Larisa Pereira

have completed 30 hours of Community Work as per the requirement of St. Teresa's Institute of Education.

During this period they were proactive, enthusiastic and helpful to the Organisation.

Thanking You
Sincerely,

Mr. Ajay Thakur
Mr. Ajay Thakur
Office in-charge
Radhika Old Age Home

SNEHASADAN
HOME FOR HOMELESS CHILDREN
Reg. No. F. 1056 (BOM) (19/11/1963), Item 216/1963 GI BSD (30/10/1963)
Established in 1962

TO WHOMSOEVER IT MAY CONCERN

Snehasadan is a registered non-profit organization, taking care of homeless, orphan, destitute and socio-economically poor children. Snehasadan is also Child Care Institute as per Juvenile Justice Act 2015.

This is to certify that **Sr. VENITA D'SOUZA, Sr. ROMANIA DIAS, Ms. URIAH BARBOZA, Ms. NIMISHA KADAM, Ms. PRISCA COATES, Ms. NUMA SHAIK, Ms. MUBASHSHERA SHAIKH, Ms. SANAA DUMBA, Ms. ROSSETTE LOBO & Ms. SONIA NACHANKAR** had volunteered with Snehasadan for the community engagement program and was actively engaged in taking tuitions for the children in Snehasadan Houses No. 3 & 7 from 1st April 2024 till 8th April 2024 for 5 hours each day. They conducted various educational as well as developmental activities to enhance the children's academics and personality. They were also involved in facilitating Spoken English classes for SSC & HSC students of Snehasadan.

Snehasadan appreciates **St. Teresa's Institute of Education** B.E.D students for the hard work, time and efforts invested in accompanying our underprivileged children in their academic journey.

We are thankful for her services.

For Snehasadan

Fr. Wellington Patil, S.J.
Fr. Wellington Patil, S.J.
Director

Belated Holy Family Church, Arund Nagar, Chakras, Andheri (East), Mumbai - 400 003

Bosco Boys Welfare Society
Vashti Naka, Borivli (West), Mumbai - 400 091.
Tel.: 28333060 / 2833 7519 / 2833 6948
Email: boscoboyz76@gmail.com

08th April, 2024

To,
Dr. Giselle D'Souza,
Principal,
St. Teresa's Institute of Education,
Santacruz (W),
Mumbai 400054

Dear Dr. Giselle,

This is to state that the following students have successfully completed their Community work in our Institution. They were all found to be very punctual, hardworking and were able to handle the children very well.

Aam Mascarenhas	6 days
Chiragm Dhanu	6 days
Michelle Kiny	6 days
Maria Chiranjandath	6 days
Helen Miranda	6 days
Uday Rebelin	6 days
Sande Andrades	6 days
Sakana Cardov	6 days
Petres Dovicla	6 days
Primal Mascarenhas	6 days
Samilo Bhambal	6 days

Wishing all students the very best in their future endeavours.


Yours Sincerely,

Fr. Coello Gonsalves, SdB
Fr. Coello Gonsalves, SdB
Rector/Director

Reg No. BOM 417, G.B.S.D. 27-4-94. Public Trust F-16632 (Bom) 5-7-94.

Christmas Outreach Programme

December 22, 2023

**Bosco Boys Welfare Society**
VAZIRA NAKA, BORIVLI (WEST), MUMBAI - 400 091.
Tel.: 2833 3060 / 2833 7519 / 2833 5048
Email: bbbhborivali@gmail.com / boscoboyshome@gmail.com
Website: www.boscoboyshome.org

CERTIFICATE
22nd December, 2023

This is to certify that
the Students of Bachelor of Education from
St. Teresa's Institute of Education
Have completed the Christmas Outreach Program on 22nd December
2023 from 8.45am to 10.30am
At Bosco Boys Home, Borivali
a Child Care Institute (NGO) for the Children in Need of Care and
Protection under the Juvenile Justice Act -2015.

During this time, they interacted and helped Children to learn various
things related to their school work. One of them addressed the boys at
the assembly and sang Christmas Carols for the students of the Bosco
Boys Home.

We wish them well for their future endeavors.

The names of the students are as follows:

Sl.No	Name of the students
1.	Chrysann Dsouza
2.	Joan Mascarenhas

Public Trust F - 18837 (Borivli) S-7-88


**Bosco Boys Welfare Society**
VAZIRA NAKA, BORIVLI (WEST), MUMBAI - 400 091.
Tel.: 2833 3060 / 2833 7519 / 2833 5048
Email: bbbhborivali@gmail.com / boscoboyshome@gmail.com
Website: www.boscoboyshome.org

3.	Jencylin Fernando
4.	Jolin Fernando
5.	Anja Maria Varghese
6.	Venessa Varghese
7.	Maria Thomas Chiriyankundath
8.	Blessy Rebello
9.	Samtha Bhombal

Thanking you,
Yours Sincerely,

Fr. Corlis Gonsalves
Fr. Corlis Gonsalves,
Director
Bosco Boys Home
Borivali West 91



**SNEHASADAN**
HOME FOR HOMELESS CHILDREN
Reg. No. 1 2006 (BOM) (15/11/2006), Bore 116/1163 GR BCD (15/12/1981)
Established in 1962

December 22, 2023


To,
The Principal,
St. Teresa's Institute of Education,
Santacruz (W), Mumbai.

Respected Madam,

This is to certify that the following students of St. Teresa's Institute of Education, Santacruz (West) have
completed 2 hours (9.00 a.m. to 11.00 a.m.) of Christmas Outreach program on the occasion of Christmas at
Snehasadan Ashram East, on December 22, 2023.

1) Veerika D'Souza	4) Susan D'Souza
2) Romaria Das	7) Mariata Kadari
3) Urish Barhote	8) Andrea D'Souza
4) Pooja Coates	9) Carol Fernandes
5) Rosette Lobo	10) Nuria Shikh
11) Arifa Shaikh	

Their services were found to be helpful to the organization. We wish them for their future endeavors.


Seal of the organization

Signature
Signature of the organization's in-charge

Holy Cross Convent Senior Citizen's Home Merces
Palghar Dist. Vasai (W) Maharashtra - 401201

Date: 22/12/2023

To,
The Principal,
St. Teresa's Institute of Education,
S.V. Road, Santacruz (W)
Mumbai - 400054

Dear Sister,

Wishing you and all Staff a very Happy Christmas and prosperous New Year 2024.

This is just to let you know that today the students of St. Teresa Institute of Education, came
with Christmas carol and had good gathering with our inmates. We all enjoyed, felt joy and
happiness in their presence. The Student are -

1. Karisha Gonsalves
2. Rachel Gonsalves
3. Erica Andrades
4. Sancia Andrades
5. Salomy Farel
6. Leoni Falcao
7. Nineshka Carvalho
8. Astle Rodrigues
9. Siona Almeida
10. Alrice Falcao

Thank you very much for sending them here, God bless you and all of them. Have a beautiful
Christmas celebration.

With Love & Prayerful wishes

Smt
Sr. Monica (Superior), Sisters & Staff
HOLY CROSS SENIOR CITIZENS
Merces
Vasai, Dist. - Palghar.

Manthan Plaza (Bldg. 3rd Floor, Veola Market,
Nehru Road, Santacruz (East), Mumbai - 400 055, India

Tel : (91 22) 2665 2048
Fax : (91 22) 2665 2045
E-mail : support@supportforchildren.org
Website : www.supportforchildren.org

SUPPORT
SOCIETY UNDERTAKING
POOR PEOPLE'S CAUSE FOR REHABILITATION
Reg. Number 5-10336 (Mumbai)

Ref No: 2345 /SUPPORT/2023-24 Date: 22nd December 2023

To,
Prof. Dr. Giselle D'Souza
VC Principal
St. Teresa's Institute of Education
Santacruz (W)
Mumbai - 400054

Dear Sir/Madam,

I am writing to express my sincere gratitude on behalf of the SUPPORT NGO for the exceptional outreach program conducted by your Children of St. Teresa's Institute of Education at our NGO. We were truly honored to collaborate with your esteemed institution and witness the positive impact that it had on our Children.

Furthermore, we would like to express our appreciation for the flexibility and adaptability demonstrated by your students in catering to the specific needs of our NGO. Your willingness to customize the program to suit our community's unique challenges and requirements further emphasized your institution's commitment to inclusivity and social responsibility.


We firmly believe that partnerships such as these play a pivotal role in creating a more knowledgeable, empowered, and resilient society. Once again, thank you for your unwavering support and dedication to the betterment of our community. We look forward to the possibility of future collaborations that continue to make a positive impact on the lives of those we aim to uplift.

Please extend our heartfelt gratitude to all members of your team who were involved in making this outreach program a resounding success. We are truly grateful for the meaningful partnership forged between our organizations.

Thank you once again for your invaluable contribution.

Sincerely,
Vijay Pawar
Program Director




Dilkhush Children's Home
Children Home and Street Children

Plot No. 10, Sector 10, Upper Kalyanada
Gandhi Road - Borivli (W), Mumbai - 400 088
Phone: 9920710023 / 222 44141 219
Email: dilkhushhome@gmail.com

St. Teresa's Institute of Education
s. V. Road Santa Cruz (west),
Mumbai - 400054.

Date: 22/12/2023

I in charge of Dilkhush Children Home convey thanks to your youth (girls) who had come over here. They were fabulous! Children enjoyed with them the songs they taught. They played games, and other entertainment. **LOVELY!!!** Not only this but also, they Donated eatables and help with finance. Children were marveled with it.


We appreciate their task. And we thank your students:

1. Bandya Jeena
2. Fernandes Sean
3. Devisree k.
4. Francis syrena
5. Murzello Styrlil
6. Noorie Afifah
7. Perrira Caroline
8. Perrira Rhythm
9. Rebello Comella
10. Vaz Melissa

In this season of Christmas, the student's presence and participation made our children glad. Thank you, guys, for making our children happy. "God loves **Cheerful giver**" the Holy Bible says "The measure you give the measure you receive" God bless you all.

Thank you so much!!!

Your sincerely
Sr. Cecilia V. Kokya.


DILKHUSH CHILDREN'S HOME
Panshewadi, Upper Kalyanada,
Genet, Borivli (W), Mumbai-400088.

Off: Saijappa, Bahind St. Joseph College,
Vas-Vihar (West) - 401 301.
Ph: 8870648871
E-mail : spmtrust06@gmail.com
Website : www.spmtrust.com



SHREE PETER MEMORIAL TRUST
Reg. No.: E-1658-(T) F.C. & A. No. 083990062

Project :
Mother Teresa
Home, (Home for the Elderly).
Email : spmtrust06@gmail.com
Web: www.mothertereshome.com

SPM Trust
(Parent Trust)
Email : spmtrust06@gmail.com

Prerna Detox Centre,
(Drug- Alcohol Detox -
Rehab Centre)

Mother Teresa
Multispecialty Hospital

Certificate of Appreciation

This is to certify that, St. Teresa Institute of Education College in Santacruz West Mumbai has completed 2 hours at S.P.M. TRUST Mother Teresa Home. During his tenure at our Organisation he conducted different activities and games for elderly people at our center to keep them entertained and other different tasks.

His work found to be helpful to the organization.
We wish him all the very best for all their future endeavors.

Students Names are as follows :-

1. LOPES SAUJA
2. CORREA LIMIKA
3. DOSUZA BERENA
4. PARUVAKAM SATHAL J
5. CHODHARY YESHA
6. PERERA SIVORA
7. D'MELLO SEMIRA
8. SNEHA ESTHER JOMY
9. GUPTA RUPALI

NGO Authorized Signatory's Signature



