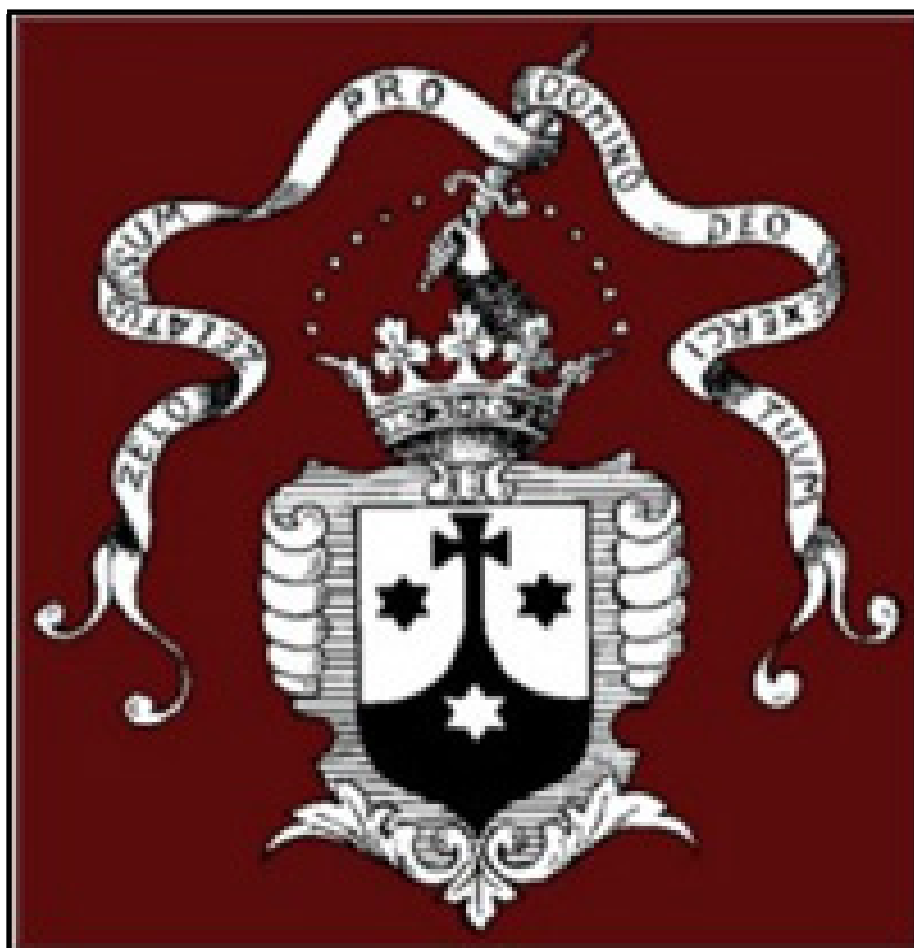# Annual Quality Assurance Report (AQAR)

For the Academic Year 2015 - 2016

Of

St. Teresa's Institute of Education

S.V. Road, Santacruz (West)

Mumbai – 400 054

Tel. 2649 02 52   Fax: 2649 0252

Website: www.sti-edu.in

The Annual Quality Assurance Report (AQAR) of the IQAC
Part – A

1. Details of the Institution

1.1 Name of the Institution

> St. Teresa's Institute of Education

1.2 Address Line 1

> S.V. Road, Santacruz (w)

Address Line 2

> -

City/Town

> Mumbai

State

> Maharashtra

Pin Code

> 400 054.

Institution e-mail address

> stie73@gmail.com

Contact Nos.

> 022-26490252

Name of the Head of the Institution:

> Dr. Sr. Lilian Rozario

Tel. No. with STD Code:

> 022 26490252

Mobile:

> 9869662565

Name of the IQAC Co-ordinator:

> Dr. Mrs. Giselle D'souza

Mobile:

> 9820588948

IQAC e-mail address:

stieiqac@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*

MHCOTE10247

1.4 **NAAC Executive Committee No. & Date:**
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

EC(SC)/13/A&A/18.3 dated 17-03-2016

1.5 Website address:

www.sti-edu.in

Web-link of the AQAR:

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B+		2003	5 years
2	2nd Cycle	A	3.03	2010	5 years
3	3rd Cycle	A	3.27	2016	5 years
4	4th Cycle				

1.7 Date of Establishment of IQAC :   DD/MM/YYYY

13.06.2003

1.8 AQAR for the year *(for example 2010-11)*

2015-16

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)(send by speed post)*

i. AQAR 2014 – 15 submitted to NAAC as on 08.07.2015.

1.10 Institutional Status

University   State ☐   Central ☐   Deemed ☐   Private ☐

Affiliated College   Yes ✓   No ☐

Constituent College   Yes ☐   No ☐

Autonomous college of UGC   Yes ☐   No ☐

Regulatory Agency approved Institution   Yes -   No -

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education ☐   Men ☐   Women ✓

               Urban ✓   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid ✓   UGC 2(f) ✓   UGC 12B ✓

               Grant-in-aid + Self Financing ☐   Totally Self-financing ☐

1.11 Type of Faculty/Programme

Arts -   Science ☐   Commerce ☐   Law ☐   PEI (Phys Edu) ☐

TEI (Edu) ☐   Engineering ☐   Health Science ☐   Management ☐

Others (Specify)   .   Education

1.12 Name of the Affiliating University *(for the Colleges)*   Mumbai

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   -

University with Potential for Excellence   -   UGC-CPE   -

DST Star Scheme	-	UGC-CE	-
UGC-Special Assistance Programme	-	DST-FIST	-
UGC-Innovative PG programmes	-	Any other (*Specify*)	-
UGC-COP Programmes	-		

2. IQAC Composition and Activities

2.1 No. of Teachers

5 teachers + 1 Co-ordinator

2.2 No. of Administrative/Technical staff

1(Principal) + 1 Clerical staff

2.3 No. of students

-

2.4 No. of Management representatives

1

2.5 No. of Alumni

-

2. 6 No. of any other stakeholder and
community representatives

2.7 No. of Employers/ Industrialists

-

2.8 No. of other External Experts

2

2.9 Total No. of members

11

2.10 No. of IQAC meetings held

4

2.11 No. of meetings with various stakeholders: No.   18   Faculty   10

Non-Teaching Staff /Students   5   3   Alumni   -   rs

2.12 Has IQAC received any funding from UGC during the year?   Yes ✓   No ☐

If yes, mention the amount

Rs. 3,00,000 (2012 – 2017)

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | 2 | International | 1 | National | - | State | | Institution Level | 1

(ii) Themes

(a) International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era
(b) The Big Five CCE Talk Show

2.14 Significant Activities and contributions made by IQAC

- Planning and Execution of the Honours Programme.
- Organising an International Conference on "Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era" in collaboration with INAAR.
- Planning and organising the Inter-collegiate festival Planit-E
- Organising a talk-show on CCE in collaboration with the alumni teaching at different schools affiliated to the different boards.
- Organising a Beach cleanup drive as part of the Swacchh Bharat Abhiyan campaign.
- Having regular meetings with the various committee heads to enhance the smooth organisation of various activities.
- Liaising with alumni and involving them in various activities conducted by the college
- Devising and implementing models namely, ISI, EMIS, IDEA and EXCEL to transact the curriculum and step up quality standards in teaching, learning and evaluation.
- Planning and executing activities to mark the celebration of significant days such as World Day for the disabled, World Earth Day and International Women's Day.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

	Plan of Action	Achievements
1	Preparation of the Academic Calendar.	Both curricular & Co curricular activities were conducted in keeping with the projected plan. **(Annexure I)**
2	Outlining the Honours programme for the academic year with activities to be included & credits to be awarded for each.	It was a great success. The programme will be continued over the next academic year and students will be graded on the basis of credits scored and certificates awarded.
3	Formation of committees for organizing various curricular/ co-curricular activities throughout the year.	This ensured smooth execution of activities, fostered shared responsibility and team work.
4.	An International Conference on "Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era" in collaboration with INAAR was planned.	The seminar was conducted on 22th – 23th August , 2015 and attended by 82 delegates. 4 ISBN publications featuring the research papers presented at the seminar were released.
5.	The Big Five CCE Talk Show on CCE was planned as an alumni endeavour.	The symposium was conducted on 20th February 2016 and helped to orient teacher trainees to the different evaluation systems currently followed in schools affiliated to the different boards of education.
6	Identifying and contacting resource persons for various sessions to be organized as part of the Honours programme.	Refer **Annexure II** for details of activities conducted
7	A visit to Helen Keller institute for the Deaf blind was organised to celebrate World Day for the disabled.	The visit was conducted on the 3rd of December 2015 and helped to sensitise teacher trainees to the needs of differently abled children.
8	Motivating faculty to prepare for their CAS and submit their PBAS/ orienting them to the procedure for preparing /format for submission	1 lecturer submitted her application for promotion from Grade 4 to 5 and one lecturer for promotion from Grade 2 to 3.
9	Informing faculty about FDP and making arrangements for them to attend the same	1 faculty attended short term courses in Research Methodology.

10	Talks by counselors from Happy minds Counseling Centre and a talk on Cybercrime and the misuse of social networking sites by adolescents were organised.	These were conducted on the 5th of December 2015 and attended by 50 students and faculty.
11	Initiating the M.A. Education Course as a contact centre for the same under the Distance Education Programme of IDOL, University of Mumbai.	The college introduced the M. A. Education course this year and students registered at STIE as their contact centre. All the faculty members conducted lectures in different subjects and a summary of the same is provided in **Annexure III** MA Time table
12	Initiating the 360° online feedback for all stake-holders	Feedback forms for different categories of stakeholders ranging from students, alumni, parents and employers were successfully uploaded on the IQAC website. Data obtained was analysed so as to make recommendations to enhance the quality standards of the institution. A feedback proforma was specially drawn up to evaluate the opinions of the M.A. Education students about the quality of instruction provided.
11	Planning and organizing the Inter-collegiate festival Planit-E	The event was held on the 28th and 29th of November 2015 and attended by 55 educational institutions across the city. It provided a forum for academicians, students, NGOs, media and the corporate world to debate upon several issues of environmental concern.

2.15 Whether the AQAR was placed in statutory body   Yes ☑   No ☐

Management ☑   Syndicate ☐   Any other body ☐

Provide the details of the action taken

- Submitting Proposals for planned Seminars
- Identifying/contacting resource persons
- Motivating faculty to work towards their professional development
- Orienting faculty about the procedure and guidelines for applying for promotion under the UGC CAS.
- Preparation of the Academic calendar.
- Planning of the Honours Programme.
- Formation of committees for organising various curricular/co-curricular activities **(Annexure IV)**
- Planning of Seminars/Workshops at the Institutional level
- Planning and organising the Inter-collegiate festival Planit-E
- Contacting alumni working in schools affiliated to the different boards of education for the talk-show on Continuous Comprehensive Evaluation.
- Initiating the M.A.Education course.

Part – B

Criterion – I
Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	1			

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	
Annual	

1.3 Feedback from stakeholders*   Alumni ☑   Parents ☑   Employers ☑   Students ☑
   (On all aspects)

   Mode of feedback   :   Online ☑   Manual ☑   Co-operating schools (for PEI) ☑

*Please provide an analysis of the feedback in the Annexure(V)(***This year feedback from employers and co-operating schools has not been obtained as campus interviews were not conducted for the trainees due to the B.Ed course being extended to a duration of two years.***)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes. (as prescribed by UGC Norms)

✓ The Principal was a member of the committee appointed to plan the 2 year B.Ed course which is to be introduced in keeping with NCTE norms and was actively involved in drafting the curriculum for the same. She was also the convener of the committee for the revision of the syllabus for the paper of Understanding Self in 2015.
✓ All faculty members were appointed on the syllabus revision committees for the different subjects of the 2 year B.Ed course in 2015 and attended their respective syllabus orientation meetings held by the University.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

The college was registered as a contact centre for the M.A. Education course which is conducted by the Institute of Distance and Open Learning, University of Mumbai. 22 Students registered at STIE as a contact centre and all the faculty members conducted lectures as a part of the contact session programme of the University. Faculty member Dr. Joan lopes was appointed as the programme co-ordinator for the mentioned course.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	8	1	1	

2.2 No. of permanent faculty with Ph.D.

7

2.3 No. of Faculty Positions Recruited I and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
	02								

2.4 No. of Guest and Visiting faculty and Temporary faculty

13- Guest lecturers	NIL – Visiting faculty	NIL – Temporary Faculty

2.5 Faculty participation in conferences and symposia: **(Annexure VI)**

No. of Faculty	International level	National level	State level
Attended	09	03	NIL
Presented papers	09	02	NIL
Resource Persons	NIL	NIL	NIL

2.6 Innovative processes adopted by the institution in Teaching and Learning:

In an era where quality is the watchword in every arena of life, education is no exception. In keeping with this requirement STIE has devised the **ISI model** in the teaching-learning process to ensure that every teacher emerging from its portals bears the ISI trademark of quality. The contextualized curriculum detailed in Criterion I is transacted using the ISI model the syntax of which is as follows:

➢ **I (INTRODUCTION TO THE CONTENT):** Every topic in the curriculum begins with providing information and knowledge to the trainees to introduce them to the content. This is done through faculty lectures, books recommended for additional reference and lecture notes to provide students with a guideline of what has been covered in class. They are also provided with technology based resources like related websites offering advanced information and the personal subject blogs of each faculty member. This allows them to post their queries and views or engage in intellectual deliberation

➢ **S (SUPPLEMENTARY ACTIVITIES):** This phase aims at offering students a broad **VIEW** to the different topics of the syllabus so as to promote enrichment of the teaching-learning process, making it an enjoyable experience. At the start of each academic year every faculty member is encouraged to reflect on the diverse activities which could be conducted in the subject assigned to her. This exercise encourages the use of the multisensory approach in transacting the curriculum making it contextualized and multidimensional. The categories of activities included in the plan that ensues are as under:

✓ **V (Visits):** Students are taken on educational visits and excursions to places that cater to furthering their understanding of theoretical perspectives, such as Special Schools, The Discovery of India, Mani Bhavan, Prince of Wales Museum, Helen Keller Institute for the Deaf-Blind, The Nehru Planetarium, The Nehru Science Centre and the Homi Bhabha Centre for Science Education.

✓ **I (Inquiry Based Learning):** This is encouraged through the use of co-operative learning techniques, the case-study approach, group discussions, debates and seminar

presentations. These techniques serve to garner the critical thinking and logical reasoning skills of students transforming them from passive recipients of knowledge to active participants in the learning process.

- ✓ **E (Experiential Learning):** This endeavour ranges from providing students a first-hand encounter with experts coming from various fields of specialization to talk-shows, symposia and panel discussions as well as surveys, community work and personal interviews with academicians/12ermin12ur1212. The host of activities help students gain from the rich and relevant knowledge and expertise of these professionals. It also includes events such as tree plantation drives, organization of inter-collegiate festivals, cultural programmes, enactment of role-plays based on the philosophy of 'Experience is the best teacher'.

- ✓ **W (Workshops):** This is based on the principle of 'Learning by doing'. Workshops are conducted by the faculty and experts to orient students to technical topics in the syllabus such as 'Writing Objectives and Specifications', 'Lesson planning', 'Preparing a Blue-Print', 'Research Methodology', 'Computer Aided Instruction' and 'Statistical Analysis of Test Results'. This activity based learning approach culminates in the preparation of projects which empowers students with the confidence of not only mastering the concept but more importantly fosters group learning skills.

- ➢ **INTEGRATION OF THE EXPERIENCES**: In the concluding phase all the experiences gathered by the student are consolidated and accommodated in the students' repertoire of knowledge. This exercise ensures that the teacher trainee is not only well informed about the topics in the syllabus, but instead possesses a broad based comprehension of concepts coming from a gamut of activities and events. This culminates in an all-round development of the personality by catering to development of the cognitive, psychomotor and affective domains. Knowledge gained in each subject is not compartmentalized but instead integrated into the existing database of prior knowledge and experience. Thus, every trainee emerging from STIE goes through the intensive ISI certification process in every teaching-learning transaction.

2.7 Total No. of actual teaching days during this academic year

| 195 |

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

> ✓ The Institution follows a system of Double Valuation wherein students are offered 2 attempts at the first Terminal and Preliminary Examinations. The average of their 2 performances are then computed for purpose of objective evaluation.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

1 (Curriculum restructuring	7 (Syllabus Revision)

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed	50	-	23	23	03	01

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

> ✓ The students' performance at essays, examinations and class tests is periodically reviewed and analysed at the IQAC meetings. Learners in need of peer assistance and remedial instruction are identified. Tutorials are conducted for those students who consistently show poor performance in a given subject.

> ✓ Faculty members are constantly encouraged to use participatory and constructivist teaching approaches to enhance the quality of instruction and make learning an enjoyable experience.

> ✓ The mentor-ward system has been initiated by the IQAC. Each faculty member serves as a mentor to 7 students assigned to her. The mentors guide the students in their academic work as well as assist them with the personal difficulties they may encounter during the course. Each mentor in turn conveys the timely progress of the students in her group to the IQAC.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	01
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	-
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	2	1	-	-
Technical Staff	-	-	-	-
Support Staff	5	1	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- Encouraging and deputing faculty to attend Research Methodology Workshops.
- Encouraging faculty to publish Research based papers in National/ International Journals.
- Undertaking Minor Research projects by faculty/Pursuing Post Doctoral Research.
- Screening of Research Proposals being submitted to the University.
- Organising an International Conference on "Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era" in collaboration with INAAR.
- Encouraging faculty to publish books based on the findings of their doctoral studies and permitting them to utilise the facilities and resources available in the institution for the same.
- Organising paper reading sessions by faculty members who have completed their Ph.D
- 4 ISBN publications featuring the research papers presented at the International Conference were released.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	1	1	-
Outlay in Rs. Lakhs	-	Rs. 32,000	Yes	-

3.4   Details on research publications:

	International	National	Others
Peer Review Journals	14	-	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	2	-

3.5 Details on Impact factor of publications:

Range [-]   Average [-]   h-index [-]   Nos. in SCOPUS [-]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations:

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	1 year (2015-16)	University of Mumbai	Rs.32,000	Rs.25,600
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects *(other than compulsory by the University)*	-	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

3.7 No. of books published   i) With ISBN No. [1]   Chapters in Edited Books [-]

ii) Without ISBN No. [-]

3.8 No. of University Departments receiving funds from

UGC-SAP [-]   [-] CAS   DST-FIST [-]

DPE [-]   DBT Scheme/funds [-]

3.9 For colleges   Autonomy [-]   CPE [-]   DBT Star Scheme [-]

INSPIR [-]   CE [-]   Any Other (specify) [-]

3.10 Revenue generated through consultancy [NIL]

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	1	-	-	-	1
Sponsoring agencies	INAAR	-	-	-	IQAC

3.12 No. of faculty served as experts, chairpersons or resource persons [2]

3.13 No. of collaborations   International [1]   National [4]   Any other [2]

3.14 No. of linkages created during this year [2]

3.15 Total budget for research for current year in lakhs:

From Funding agency [-]   From Management of University/College [-]

Total [-]

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions   received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution   -

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF -   SRF -   Project Fellows -   Any other -

3.21 No. of students Participated in NSS events:

University level -   State level -

National level -   International level -

3.22 No. of students participated in NCC events:

University level -   State level -

National level -   International level -

3.23 No. of Awards won in NSS:

University level -   State level -

National level -   International level -

3.24 No. of Awards won in NCC:

University level -   State level -

National level -   International level -

3.25 No. of Extension activities organized

University forum -   College forum 1

NCC -   NSS -   Any other -

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Students also rendered 1 week of community service at orphanages, old age homes, schools for the mentally challenged and other centres for the less fortunate.

- The Institution also organized an Outreach programme as part of the X'mas celebration wherein students visited centres for the less privileged and organized events, distributed gifts/toiletries/ stationery articles) with the inmates to spread/usher in the spirit of X'mas.

- The students organized a charity drive wherein utility articles which were not being used in their homes and in good condition were assembled and made available to the less fortunate and under privileged people from the neighbouring slums. This activity helped to recycle unused articles which can be of utility to another.

- Students enacted street plays depicting themes of environmental obligations and issues of social relevance each year to bring about community awareness regarding the importance of responsible citizenship.

- The students organised a Beach Cleanup Drive as part of the Swacchh Bharat Abhiyan Campaign.

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area		-	-	
Class rooms	2	-	-	2
Laboratories	1	-	-	1
Seminar Halls	-	-	-	-
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. In Lakhs)	-	-	UGC	66,531/-
Others	-	-		-

4.2 Computerization of administration and library:

➢ The internet facility for online browsing of e-journals and other web-based learning resources are available to both staff and students.
➢ The two cubicles in the library are equipped with internet facility and access to SOUL 2.0 catalogue.
➢ Online Public Access Catalogue is accessible on Library LAN.
➢ Digitalization of University question papers has also been completed.
➢ The CAS Bulletin for 'Indian Journal publications' in Education is available through N-LIST
➢ The following Databases are prepared in Excel:
✓ Bound Volumes
✓ Bibliographic database of CAI CDs
✓ Bibliographic Database of Action Research
✓ Bibliographic Database of Evaluation Projects
✓ Bibliographic database of Journal Articles available in STIE library
✓ Journal catalogue

In addition, the library provides the following services

- Online Public Access Catalogue for Library Users
- Book Bank
- Bibliographic Databases/Catalogues
- Content Alert Service
- Book Displays & Exhibitions
- New Arrivals Display
- Library Orientation
- NLIST & E-resources Awareness Program
- Library Blog
- Inter Library Loan
- STIE Journal articles Database
- Reference Services
- Back years Question Papers
- Reprographic services
- Home Lending
- Reading Room
- Guest Membership
- Free Internet Facility

4.3   Library services: **Refer (Annexure VII)**

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	53	-	✓	-	-	-	-	-
Added	-	-	-	-	-	-	-	-
Total	53	-	-	-	-	-	-	-

Library Blog is created

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

> - ✓ 'NLIST Orientation' and 'Searching E-Resources Effectively' Sessions were conducted for students to make the expert in web searching techniques.
> - ✓ Training for faculty on use and functions of language laboratory.
> - ✓ Training/ Orientation for faculty & students on the use/functions /Applications of smart board.
> - ✓ 'NLIST Orientation' and Searching 'E—Resources Effectively Programs' were conducted by the librarian for students to familiarise them with searching through databases of e-books and e-Journals
> - ✓ Use of blogs by faculty as interactive forums for displaying opinions and views of students related to the different subjects in a view to encourage interactive and collaborative learning.

4.6 Amount spent on maintenance in lakhs :

i) ICT   54,500/-

ii) Campus Infrastructure and facilities   206425/-

iii) Equipments   44131/-

iv) Others   -

Total :   305056/-

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services.

- Orienting students to the Honours Programme/Activities to be conducted/ credits to be awarded. (Details provided in the data sheet to record Best Practices).
- Organising a Talent Search programme to identify student potential/talent/creativity prior to election of the student council.
- Election of student council
- Informing students about the grievance redressal facility for those who encounter personal/career related problems.
- The institution organized a talk-show titled 'The Big Five' on the Continuous Comprehensive Evaluation System provided a forum to network with alumni placed in schools affiliated to the different boards of education to familiarize trainees with activities which can be conducted in the different school subjects as a part of CCE and to dispel myths regarding this scheme of evaluation.
- The IQAC organised the Inter-school eco-festival Planit-E which provided a forum for 55 educational institutions across the city to participate and deliberate on environmental issues. (Details provided in the data sheet to record Best Practices).

5.2 Efforts made by the institution for tracking the progression

- ✓ Staff mentors to monitor student progress through regular assignments, projects, activities.
- ✓ Faculty meetings to deliberate on/discuss/evaluate students' progress at timely intervals to ensure ongoing, continuous & regular assessment.
- ✓ Organising peer tutoring/remedial teaching for students who encounter difficulties in understanding various subjects.
- ✓ 360°online feedback mechanism to constantly obtain and analyse feedback from the different stakeholders and upgrade institutional performance in a bid to enhance quality standards.
- ✓ Training students to write and maintain reflective journals to document their internship experiences and activities.
- ✓ Orienting students to the concept and preparation of rubrics by organising a one-day workshop by Dr.Veena Deshmukh. Students

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	-	-	-

(b) No. of students outside the state

10

(c) No. of international students

00

No	%	Men
-	-	

No	%	Women
100	100	

Last Year 2014 – 15						This Year 2015 – 16					
General	SC	NT/ SBC	OBC	Physically Challenged	Total	General	SC	ST/ NT	OBC/ SBC	Physically Challenged	Total
90	4	1	5	-	100	44	2	1	2/1	0	50

Demand ratio [   ]   Dropout % [   ]

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NIL

No. of students beneficiaries [-]

5.5 No. of students qualified in these examinations

NET [-]   SET/SLET [-]   GATE [-]   CAT [-]

IAS/IPS etc [-]   State PSC [-]   UPSC [-]   Others [-]

5.6 Details of student counselling and career guidance

The Institution follows the Open Door Policy and students approach the principal directly with their grievances. Those students facing personal and financial problems and in need of counseling are referred to a professional counselor. Formal career guidance is not required as such, since the Institution conducts only the B.Ed course and all the trainees pursue teaching as a career either at school level /college level. However students are guided at the time of campus interviews as to which Institutions they can opt for jobs based on the qualifications they hold and their teaching experience. Further those planning to pursue further studies are given the necessary guidance and information by faculty.

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
This year there was no campus recruitment programme organised as the 2 year B.Ed course has been implemented and the first batch enrolled in July 2015.			

5.8 Details of gender sensitization programmes

Celebration of Women's Day through value based assemblies, role plays, street plays and charts depicting gender awareness.

5.9 Students Activities

   5.9.1   No. of students participated in Sports, Games and other events

      State/ University level   -   National level   -   International level   -

No. of students participated in cultural events

      State/ University level   -   National level   -   International level   -

   5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level   -   National level   -   International level   -

Cultural: State/ University level   -   National level   -   International level   -

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	-	-
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11   Student organised / initiatives

Fairs: State/ University level [-]   National level [-] International level [-]

Exhibition: State/ University level [-]   National level [-] International level [-]

5.12   No. of social initiatives undertaken by the students [01]

5.13 Major grievances of students (if any) redressed:

Major grievances redressed in the last year ranged from personal to academic issues, change in the time table (due to a hectic schedule) and health problems. Grievances are also expressed through the SWOT analysis done at the end of the academic year. Besides the academic issues, the college also deals with legal, health, financial and family issues faced by the teacher trainees. The Principal and faculty do their best to render support to these students.

- ✓ The library timings have also been adjusted according to the needs and convenience of the students. Library working hours have been extended to 8 hours a day.
- ✓ Vernacular students have the benefit of using the language laboratory to step-up their competency in spoken English.
- ✓ Students are encouraged to use the computer lab as and when required for various reasons e.g. Project work, on-line reference, action research, projects for extension education, preparing presentations for theme based assemblies and all other academic needs.
- ✓ Students facing space and family constraints to study at home are also permitted to use the premises of the institution beyond college hours and on public holidays during the preparatory leave for university and college examinations.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

OUR VISION
STIE stands for …… "SENSITIVE TOLERANT INNOVATIVE EDUCATION"
MISSION STATEMENT
"Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in Education."

6.2 Does the Institution have a Management Information System

Yes. The Institution has an Education Management Information System (EMIS). Towards this objective all data and information relating to the academic and administrative aspects of the institution is regularly computerized and documented. In addition, the institution has the following mechanisms in place which act like valves in ensuring smooth passage of information coming into and going out from the institution:

> **INCOMING INFORMATION** is obtained through the online feedback mechanism and can be categorized as under:

1. **Feedback obtained from the students** on the activities and events both curricular and co-curricular organized by the college as well as assessment of the faculty in terms of their proficiency and efficiency. This is done through the TAQ and Exit Point Questionnaire uploaded on the IQAC website.

2. **Feedback from the alumni** on the extent to which the institution has contributed to their development and growth. This information constitutes the Alumni Database form.

3. **Feedback from parents regarding their satisfaction quotient in terms of the quality of the B.Ed course.**

4. **Feedback from employers** regarding their opinions and ratings of student teacher efficiency, behaviour and value systems. This information composes the Employer Satisfaction Survey.

The data base generated through each of the above is analysed and graphically represented to enable a progressive comparison of institutional growth and development. It also facilitates modification of the existing activities and programmes in keeping with the recommendations of stakeholders.

➢ **OUTGOING INFORMATION** involves the use of different web spaces and e-resources to create a broad based forum for popularizing the institution, its faculty and programmes.

1. **Websites:** The College displays its Vision/Mission statements and objectives as well as the credentials and areas of expertise of the faculty on its main website. In addition the institution has created add-on sites on which detailed description of ongoing activities and upcoming events are popularized.

2. **Blogs:** Each faculty member has a personal subject related blog for the purpose of providing a forum for interaction and discussion of academic issues as well as to enhance the quality of teaching-learning.

3. **Annual Quality Assurance Reports** uploaded on the institution's website provide an overall view of achievement of the institution's goals in keeping with pre-determined objectives for a given academic year. This enables timely quality updates of the gradual and steady ascent of the college on the ladder of progress.

4. **E-magazine** prepared by the studentsis sent out to alumni and the extended Teresian family **in a bid to stay connected across the globe. It features the highlights of the year's happenings and projects the future plans of the institution.**

Through each source of outgoing information thus, the college seeks to constantly keep its stakeholders well informed of the Institutional progress and seek their constructive suggestions and ideas for improvement.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

✓ The college follows the curriculum prescribed by the University of Mumbai to which it is affiliated.

✓ The Principal was a member of the committee appointed to plan the 2 year B.Ed course which is to be introduced in keeping with NCTE norms and was actively involved in drafting the curriculum for the same. She was also the convener of the committee for the revision of the syllabus for the paper of Understanding Self in 2015.

- ✓ All faculty members were appointed on the syllabus revision committees for the different subjects of the 2 year B.Ed course in 2015 and attended their respective syllabus orientation meetings held by the University.
- ✓ The focus on the B.Ed curriculum each year is on synchronizing theory with practical real life experiences leading to a default that will reflect the emerging societal concerns and global expectations. The efforts at Contextualization of the Curriculum could be cited as one of the best practices implemented by the institution. The details of the same are given below:

Table 1.2

A Sample of the Contextualised Curriculum

<u>**Contextualized Curriculum 2015-16**</u>

Sr. No.	Name of the subject	Activities
1	Childhood and Growing Up	-Talk on cybercrime and the misuse of social networking sites in the context of adolescents and children -Visit to Helen Keller Institute for the Deaf Blind Screening a Movie on Parenting Style
2	Contemporary India and Education	Performing Street Plays on Empowering the Marginalized
3	Understanding Disciplines and School Subjects	Talk show on Understanding various disciplines
4	EPC - 1	Watching a Play
5	English Method	Facilitating the proper use of English language with the help of language laboratory
6	Science Method	Cleanliness Drive at Juhu Beach Visit to a Virtual Laboratory
7	Mathematics Method	Workshop on Vedic Maths
8	History Method	Workshop on investigative methods Projects on issues related to history teachers and students
9	Knowledge and Curriculum	Visit to Mani Bhavan
10	Learning and Teaching	A talk on Motivation and Problem Solving skills in

		student-teachers.
11	Assessment of Learning	-Talk-show on CCE -Workshop on preparing the Blue Print -Project on The Unit Test -Workshop on Preparing Rubrics -Debate Series on 'We the Teachers' on topics like No Detention Policy
12	EPC - 2	Workshop on Street Play by Mr. Alpam Salve

6.3.2 Teaching and Learning

The ISI model described in 2.6 has been devised and implemented in a bid to ensure quality in the teaching-learning process.

6.3.3 Examination and Evaluation

- ✓ The Institution follows a system of Double Valuation wherein students are offered 2 attempts at the first Terminal and Preliminary Examinations. The average of their 2 performances are then computed for purpose of objective evaluation.
- ✓ A Question bank comprising of questions which have featured in University Question papers of the past three years is compiled for every subject. Students prepare model answers to each question. These are assessed by the faculty & provided as learning material to all students. Answer sheets of students excelling at the various college examinations are kept for reference in the library to provide a guideline for other students to follow.

6.3.4 Research and Development

- Faculty members regularly attend National /International seminars and present papers for their professional development. A summary of this is provided in **Annexure VI**
- Research papers presented at the International seminar in collaboration with INAAR were compiled and published with ISBN.
- One faculty member was awarded the Ph.D degree.
- One faculty member was awarded a Minor research grant by the University of Mumbai.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- ✓ Library Collection is Bar-coded to ensure the accuracy and quick recording of transactions.
- ✓ Two CCTV Cameras are installed in the library and all the library computers are equipped with AVG.
- ✓ Antivirus software has been installed for security purposes.
- ✓ Library Blog is maintained to give updates about the library activities and it also gives 24x 7 access to some bibliographic catalogues of library. The link for the same is http://stie73library.blogspot.in

6.3.6 Human Resource Management

- The Institution invites eminent resource persons from different fields of specialisation to conduct sessions for students in their areas of expertise (Refer **Annexure II)**

In Addition :-
Faculty Member: Dr. Sheela Philip (Extension Work Field Coordinator)

The Department appoints the Honorary Extension Work Field Coordinator who then becomes a faculty of the department of extension activities.

Post Responsibilities:

1. To conduct orientation programmes at nodal levels to disseminate information on carrying out the smooth completion of Extension work during the time line of an academic year.
2. To assist and supervise the training of the extension work students in cluster colleges during the first and second terms.
3. To carry out field visits at the college and community along with the extension work teacher (EWT),Extension work student Manager (EWSM) and Extension work students (EWS)
4. To assess the Project reports of the extension work students (EWS) with extension work Teachers
5. To guide.monitor,document and evaluate extension activities lending transparency to the programme and to ensure a work audit is generated at milestones set by the Department

Dr. Sheela Philip (Visiting Faculty at Institute of chemical technology): Has been appointed as visiting faculty for the subject Value Education to be covered for students of Semester VIII. The staff member is expected to deliver lectures, carry out continuous comprehensive evaluation (CCE) assign project work, set question papers and evaluate them

Industry Interaction / Collaboration

- ✓ The college also conducts a Certificate course in Yoga in collaboration with Ambika Yoga Ashram to foster mental health and well being of students.

- ✓ The All-Mumbai Intercollegiate festival Planit-E served to network with 46 educational institutions across the city in a bid to create environmental awareness. It brought together representatives of NGOs, media and the corporate sector too to interact and deliberate on critical issues relating to the quality of the environment. (Details provided I the data sheet to record Best Practices).

- ✓ As a part of the Community service programme the Institution networks with several organizations across the city working towards the cause of the underprivileged and

less fortunate to provide students with an opportunity to render 20 hours of selfless service to the inmates.

✓ The institution also provides internship facilities for post-graduate students of other universities   wherein   the interns partake in various activities such as assisting with theory lectures, supervision of practice teaching lessons and upgradation of the library resources under the guidance of the faculty.

Admission of Students

> The Principal conducts a personal interview for each student admitted to the college so as to assess their personal/professional/language competencies for the B.Ed course. This provides a personal touch to every student establishing a preliminary bond to promote co-operation between the student fraternity and the Institution.

Welfare schemes for:

Teaching	-
Non teaching	-
Students	(SC/ST)

Total corpus fund generated | Nil |

6.6 Whether annual financial audit has been done ✓ Yes ☐ No

Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	-	-	-	-
Administrative	✓	AG Audit	✓	Rao & Ashok Chartered Accountant

Does the University/ Autonomous College declare results within 30 days?

For UG Programmes   Yes | - | No | ✓ |

For PG Programmes   Yes | - | No | - |

What efforts are made by the University/ Autonomous College for Examination Reforms?

> Since the college is affiliated to the University of Mumbai, it follows the rules and regulations as prescribed by the University and conducts examinations in keeping with its norms.

What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

> The University is encouraging the institutions affiliated to it to apply for autonomy. The Principal along with Senior Faculty member attended an orientation programme organised by the Vice Chancellor, University of Mumbai to acquaint principals with the concept /procedure of applying for autonomy.

Activities and support from the Alumni Association

- ✓ Alumni placed at several schools offer their services to the institution for supervision of practice teaching lessons, conducting sessions for the present trainees, giving model demonstration macro and simulated lessons as well as for judging different competitions.
- ✓ The talk-show titled 'The Big Five' on the Continuous Comprehensive Evaluation System provided a forum to network with alumni placed in schools affiliated to the different boards of education to familiarize trainees with activities which can be conducted in the different school subjects as a part of CCE and to dispel myths regarding this scheme of evaluation.
- ✓ The event organiser for the inter-collegiate festival Planit-E was an alumnus of the college. The alumni were involved in planning and organising this two day festival which turned out to be a grand success with 46 educational institutions across the city participating in it.

Activities and support from the Parent – Teacher Association

> NIL

Development programmes for support staff

> NIL

Initiatives taken by the institution to make the campus eco-friendly

- ➢ **Use of Electricity**: Conservation of resources is the guiding principle at STIE. The tube-lights in all the rooms have been replaced with energy-conserving CFL lights. No room (not even the principal's office) other than the computer laboratory and the conference room have Acs installed. This is a conscious decision. The windows and fans provide sufficient ventilation and light. The college has installed rotating wall fans and additional ceiling fans to ensure better air circulation in the main lecture hall. Students and staff are careful to switch off fans and lights when not in use.

- ➢ **Segregation of Garbage**: Organic wastes are segregated and put into a 32ermin-pit that helps in the creation of compost. This compost is used to enhance the growth of the plants and trees growing around the campus.

- ➢ **Tree Plantation Drive:** the college organized a tree plantation drive wherein the teacher trainees planted saplings around the campus. This endeavour served to make the premises eco-friendly and instilled in the students a sense of responsibility toward their role in conserving the environment.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- ➢ **Collaboration :**

- ✓ The institution has established linkages with several organizations in conducting sessions by resource persons on various areas of expertise. It conducted a **Certificate course in Yoga in collaboration with Ambika Yogashram**.

- ✓ The **talk-show titled 'The Big Five' on the Continuous Comprehensive Evaluation System** provided a forum to network with alumni placed in schools affiliated to the different boards of education to familiarize trainees with activities which can be conducted in the different school subjects as a part of CCE and to dispel myths regarding this scheme of evaluation.

- ✓ The **Inter-collegiate festival Planit-E** hosted by the college served to network with educational institutions, NGOs, media and society at large.

✓ Students completed 1 week of **community service** in several organizations/centres for the underprivileged orphanages, old age homes, homes for destitute and street children.

✓ Students conducted a beach clean-up as part of the Swacchh Bharat abhiyan campaign.

➢ **Competencies**

The Honors programme caters to the all round development of students providing them with opportunities to exhibit/develop their potential / creativity in the cognitive, affective & psychomotor domains. (Details provided in Annexure XI and in the data sheet to record Best Practices).

➢ **Value Based Assemblies**

The teacher trainees conduct value based assemblies dailyon themes of social relevance. This helps to inculcate in them sensitivity to the needs of the less fortunate, challenging them to go beyond the call of being ordinary educators but rather exemplary teachers who teach by example rather than precept.

➢ **360 Degree Feedback**

The Institute has designed online feedback proforma using google forms for performance appraisal, to understand/gauge the needs of industry and practice-teaching schools so that it could design consultancy and extension activities accordingly. In addition, the teacher assessment questionnaire, alumni /parent feedback forms have also been uploaded online to enhance the process of evaluation and data analysis.

7.2   Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year .

In keeping with the plan of action drawn up by the IQAC at the beginning of the academic year the Action Taken Report can be summarized as under:

Both curricular & Co curricular activities were conducted in keeping with the projected plan. **(Annexure I)**
The Honours Programme was a great success.
Appointment of faculty on various curricular and co-curricular committees ensured smooth execution of activities, fostered shared responsibility and team work.
• The International seminar on '"Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era" was conducted in collaboration with INAAR on 22th – 23rd August , 2015 and attended by 82 delegates.
Various sessions for student and faculty development were conducted by resource persons from different disciplines through the year. Refer **Annexure II** for details of activities conducted.
Faculty placement under the CAS of UGC was processed. 1 lecturer submitted her application for promotion from stage 4s to stage 5, 1 lecturer from stage 2 to stage 3and 1 lecturer from stage 1 to stage 2.
One faculty member attended a short-term course in
Feedback forms for different categories of stakeholders ranging from students, alumni, parents and employers were successfully uploaded on the IQAC website. Data obtained was analysed so as to make recommendations to enhance the quality standards of the institution.
The Intercollegiate Environ-fest Planit-E was held on the 28th and 29th of November 2015 and attended by 55educational institutions across the city. It provided a forum for academicians, students, NGOs, media and the corporate world to debate upon several issues of environmental concern.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

✓ Honours Program: Refer Annexure VIII and IX.   ✓ The inter-collegiate festival Planit-E based on the theme of 'Protection of the Environment' was a   first-ever All-Mumbai Eco-fest which served to provide a forum for networking with 46 educational institutions across the city, NGOs, media and the corporate sector in a bid to debate and deliberate on issues relating to environmental concern. The festival was an alumni endeavour and turned out to be a grand success as it helped the Institution to also achieve the objective of liaising with the alumni and utilizing their resources towards a noble aim. (Refer Annexure IX)

*Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

- Assemblies are organized on environmental themes such as global warming, energy crisis, water conservation, pollution, ecological balance to familiarise students with the pressing need to be agents of change in preserving resources.
- A chart making competition was organised wherein students prepared posters with captions relating its global diversity communicating powerful messages of environmental relevance.
- The Best Out of waste competition made students aware of the importance of reduce, reuse & recycle as they came up with creative ideas to utilise waste material in preparing decorative articles.
- Students incorporate values based on environmental awareness in their lessons given in schools as well as through one lesson based on cultural integration.
- The inter-collegiate festival Planit-E based on the theme of 'Protection of the Environment' made students aware of the need to conserve the environment and alerted them to their responsibility of preserving the quality of the planet.

7.5 Whether environmental audit was conducted?   Yes ☐   No ☑

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

During their SWOT analysis of the institution, the students cited the following strengths and weaknesses of the college.

- **With regards to Infrastructure**: The students were appreciative of the clean campus, good building, pleasant ambience, comfortable seating arrangement and good technological support. They cited the lack of internet facilities as a weakness, the Principal has now made available free internet to the students and staff. The computer in the main lecture hall is also internet enabled to facilitate interactive web-based teaching learning.

- **With regards to Curriculum**: The all round development and spirit of secularism were listed as strengths by many students. As a weakness the students complained of the heavy curricular schedule. This of course, can be streamlined but activities cannot be excluded because the college wishes to give the best possible learning experiences and a broad exposure to the students within the one year duration of the course.

- **With regards to Teaching-learning:** The students said the good guidance given to them for their practice lessons as well as the need-based seminars and workshops together with the innovative teaching methods were the strengths of the Institution. Lack of proper time management was cited as a grievance by most students.

- **With regards to Management**: the students were very grateful to both the teaching as well as non-teaching staff for their helpfulness, efficiency and good interpersonal relations. They complained about the strict discipline that is expected of them at St Teresa's Institute of Education. They were also unhappy about the insistence on attendance. However, these are essential to enforce because the trainees have to be groomed towards being regular and punctual since the same will be expected of them in their schools and places of work.

8. **Plans of the institution for the next year**

The prospective plan of activities to be conducted during the Academic year 2015-2016:

✓ Hosting the Inter-collegiate cum Inter-school environ-fest- Planit–E to encourage healthy competition and foster critical thinking about the environment among the student fraternity.
✓ Organising a Talk show titled "The Big Five " on the Continuous Comprehensive Evaluation Programme in schools will be organised and conducted as a panel discussion featuring alumni affiliated to schools – SSC, ICSE and CBSE Boards.
✓ Hosting an International Seminar in collaboration with INAAR.
✓ Networking with NGOs working on environmental issues.
✓ Undertaking Minor research projects by faculty.
✓ Celebrating significant days like Earth Day, World AIDS Day, Women's Day, World Water Day, International day of Peace.
✓ Organising blood donation camps, tree plantation drives and rural camps for the benefit of the local community.
✓ Partnering with BMC schools to give trainees an exposure to teaching underprivileged children.
✓ Establishing linkages with International agencies like UNESCO, CRY & UNICEF.
✓ Being a part of campaigns like Teach India & Teach for India to eradicate illiteracy.
✓ Collaborating with Research organizations like TIFR, TISS & ICSSR to pursue sponsored research projects.

Name of the Coordinator, IQAC: -   *Dr. Mrs. Giselle D'souza*

Name of the Chairperson, IQAC :   *Dr. Sr. Lilian Rozario : -*

***

ANNEXURE –I
THE ACADEMIC CALENDAR 2015-16

MONTH	EVENT
ST TERESA'S INSTITUTE OF EDUCATION	
ACADEMIC CALENDER 2015 - 2016	
JUL - 15	FEAST OF MOUNT CARMEL
	EID HOLIDAY
AUG - 15	Independence Day Celebrations
	First Round of Students
	International Seminar
	International Seminar
	Second Round of Students
	Inauguration for the Academic Year
	Orientation to the Second Year B.Ed Programme
Sep-15	Lecture
	Preparation for Teachers Day
	Practice
	Teacher's day celebration
	Yoga Course Begins
	Orientation to Guidance and Counselling Course
	Yoga Course / Guidance and Counselling Course
	Orientation for Book Review- Guidelines
	Student council elections/ Yoga Course
	Ganesh Chaturthi
	Eliminations for Ms. Education Contest
	Bakri Eid
	Swach Bharat Abhiyan
	Gandhi Jayanti
	Lectures
	Practice for St. Teresa's Play begins
	Essay
	St. Teresa's Feast celebration
	Miss Education contest
	Essay
	Talk By NGO's for community service
	Dassera
	Muharam
	Group Discussion for Community Work
	Essay
Oct-15	Diwali Celebration
Nov-15	Communty work

	Diwali Vacation
	College reopens
	Intercollegiate Eco Fest
Dec-15	Content Test
	Tutorials and self study
	Class test (Prelims)
	First semester (University)
	Christmas Party/Christmas outreach
	Christmas vacation
Jan-16	Orientation to subjects in 2nd term
	Shadowing of subject teacher/ Observation of School Activities
	Lectures/ Shadowing of subject teacher
	Convocation Ceremony for previous batch
	Educational visits
	Evaluation project submission
	Celebration of Republic Day
	Sports Day
	Activities of Honours Programme
	Submission of action research projects
	Lectures
Feb-16	Campus interviews
	Lectures
	Annual Alumni meet
	Open book exam
	Theory lectures
	Singing Competition
	Essays
	Submission of SUPW articles
Mar-16	Preparation for Annual Day
	Annual Day programme
	College Picnic
Apr-16	Prelims
	Observation of CAI
	Preparation for university exams
	University Exam
	CAP (Centralised Assessment Programme)

ANNEXURE –II

ACTIVITIES CONDUCTED THROUGH THE YEAR

Date	Activities
28/9/15	Cleanliness drive - Juhu Beach
1/10/15	Talk on Gandhian Ideology
1/10/15	Workshop on Street Play
6/10/15 – 10/10/15	Chart Preparation Workshop
6/10/15	Talk on Teacher of the 21st Century
19/10/15	Talk on Cyber Crime
20/10/15	Talk on Prezzi/Emaze
5/12/15	Talk on Handling Childhood Addictions
5/12/15	Talk on Childhood Disorders
20/2/16	Talk Show on CCE
22/2/16	Talk on Rubrics
24-25/2/16	Talk on Drama and Art in Education
4 – 5/4/16	Workshop on Personality Development/ Counseling

Annexure III

MA Time table

Date	Time	Subject	Faculty
12.12.2015	3.00 p.m - 5 p.m	Philosophy of Education	Dr.Mrs. Sheela Philip
17.12.2015	3.00 p.m - 5 p.m	Philosophy of Education	Dr.Mrs. Sheela Philip
19.12.2015	3.00 p.m - 7 p.m	Research Methodology	Dr. Cerena D'cunha
20.12.2015	9.00 p.m - 1 p.m	Philosophy of Education	Dr.Mrs. Sheela Philip
02.01.2016	3.00 p.m - 7 p.m	Psychology	Dr. Cerena D'cunha
07.01.2016	3.00 p.m - 7 p.m	Teacher Education	Ms. Cindrella D'mello
09.01.2016	3.00 p.m - 7 p.m	Research Methodology	Ms. Reshma Rodrigues
10.01.2016	9.00 p.m - 1 p.m	Psychology	Dr. Giselle D'souza
16.01.2016	3.00 p.m - 7 p.m	Psychology	Dr. Cerena D'cunha
17.01.2016	9.00 p.m - 1 p.m	Psychology	Dr. Giselle D'souza
21.01.2016	3.00 p.m - 7 p.m	Psychology	Dr. Cerena D'cunha
23.01.2016	3.00 p.m - 7 p.m	Research c	Ms. Reshma Rodrigues
28.01.2016	3.00 p.m - 7 p.m	Research Methodology	Dr. Cerena D'cunha
30.01.2016	3.00 p.m - 7 p.m	Teacher Education	Ms. Cindrella D'mello
04.02.2016	3.00 p.m - 7 p.m	Teacher Education	Dr. Joan Lopes
06.02.2016	3.00 p.m - 7 p.m	Sociology of Education	Dr. Sr. Tanuja Waghmare
11.02.2016	3.00 p.m - 7 p.m	Sociology of Education	Dr. Sr. Tanuja Waghmare
13.02.2016	3.00 p.m - 7 p.m	Teacher Education	Dr. Joan Lopes

ANNEXURE –IV
COMMITTEES FOR ORGANISING CURRICULAR AND
CO-CURRICULAR ACTIVITIES

Function	Committee	Members	Writing of minutes
Administrative	Local Management Committee	Dr. Sr. Lilian Rozario Dr. Giselle D'Souza Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Dr. Sr. Lilian Rozario
	IQAC	Dr. Sr. Lilian Rozario Dr. Giselle D'Souza Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Ms. Cindrella D'Mello Dr. Joan Lopes Ms. Sonia Nunes	Dr. Giselle D'Souza
	Admission	Dr. Sr. Lilian Rozario	Dr. Giselle D'Souza

	Committee	Dr. Giselle D'Souza Dr. Joan Lopes	
	Research Cell	Dr. Sr. Lilian Rozario Dr. Sheela Philip Dr. Giselle D'souza Dr. Sr. Tanuja Waghmare	Dr. Sr. Tanuja Waghmare (Action Research) Dr. Sheela Philip (Seminars and Workshops)
	Alumni Committee	Dr. Sr. Lilian Rozario Dr. Sheela Philip Dr. Cerena D'cunha Ms. Sonia Nunes Ms. Reshma Rodrigues	Ms. Sonia Nunes
	Grievance Redressal and Anti-Ragging Cell	Dr. Sr. Lilian Rozario Ms. Cindrella D'Mello Dr. Cerena D'cunha	Ms. Cindrella D'Mello (Anti-Ragging) Dr. Cerena D'cunha (Grievance Redressal)
	Infrastructure and E-Resources Committee	Dr. Sr. Lilian Rozario Ms. Sonia Nunes Dr. Cerena D'cunha Ms. Reshma Rodrigues	Ms.Sonia Nunes (Infrastructure and Maintenance) Dr. Cerena D'cunha (ICT)
	Library Committee	Dr. Sr. Lilian Rozario Dr. Sheela Philip Dr. Joan Lopes Ms. Shakuntala Nighot	Ms. Shakuntala Nighot
	Discipline Committee	Dr. Sr. Lilian Rozario Dr. Sr. Tanuja Waghmare Ms. Sonia Nunes	Dr. Sr. Tanuja Waghmare
	Placement Cell	Dr. Sr. Lilian Rozario Dr. Giselle D'souza Ms. Sonia Nunes	Dr. Giselle D'souza
Academic (Curricular Activities)	Examination	Dr. Sr. Lilian Rozario Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Dr. Sheela Philip
	Time Table	Dr. Sr. Lilian Rozario Dr. Giselle D'souza Dr. Joan Lopes Dr. Cerena D'cunha Ms. Reshma Rodrigues	Dr. Cerena D'cunha (I/III) Ms. Reshma Rodrigues (II/IV)
	Practice Teaching	Dr. Sr. Lilian Rozario Dr. Giselle D'souza Dr. Joan Lopes Ms. Cindrella D'Mello Dr. Cerena D'cunha	Dr. Joan Lopes (I/III) Ms. Cindrella D'mello (II/IV)
	Extension Education	Dr. Sr. Lilian Rozario Ms. Sonia Nunes Ms. Reshma Rodrigues	Ms. Reshma Rodrigues

	Teaching Aids	Dr. Sr. Lilian Rozario Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Ms. Cindrella D'Mello Ms. Reshma Rodrigues	Dr. Sr. Tanuja Waghmare
Academic (Co-curricular Activities)	Student Council	Dr. Sr. Lilian Rozario Ms. Cindrella D'Mello	Ms. Cindrella D'Mello
	Women's Development	Dr. Sr. Lilian Rozario Dr. Joan Lopes Dr. Cerena D'cunha	Dr. Joan Lopes
	Guidance and Counselling	Dr. Sr. Lilian Rozario Dr. Giselle D'souza Ms. Sonia Nunes	Ms. Sonia Nunes
	Social Service	Dr. Sr. Lilian Rozario Dr. Joan Lopes Ms. Reshma Rodrigues	Dr. Joan Lopes
	Environment Club	Dr. Sr. Lilian Rozario Ms. Cindrella D'Mello Ms. Reshma Rodrigues	Ms. Cindrella D'Mello
	Honours Programme	Dr. Sr. Lilian Rozario Dr. Sheela Philip Dr. Cerena D'cunha	Dr. Sheela Philip
	Magazine	Dr. Sr. Lilian Rozario Dr. Cerena D'cunha	Dr. Cerena D'cunha
	Health	Dr. Sr. Lilian Rozario Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Dr. Sheela Philip
	SUPW	Dr. Sr. Lilian Rozario Dr. Sheela Philip Ms. Cindrella D'Mello Ms. Sonia Nunes Ms. Reshma Rodrigues	Ms. Reshma Rodrigues

ANNEXURE V

LINKS FOR ONLINE FEEDBACK FROM STAKEHOLDERS

Alumni Feedback Form

https://docs.google.com/forms/d/1V3Njljkt2e1nv4_0uCO-MCjuO0JXTWXCN15XjIxWF_k/viewform?usp=send_form

Parents Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSecU8GUEl2j2RZ37puUKAr-Onp9QNxgd7PMHNwySuVYu6wzfw/viewform?usp=send_form

Teacher Assessment Questionnaire for Each Staff:

Dr. Giselle D'souza

https://docs.google.com/forms/d/1QFiMGi4cn9BBgLoakrfnn33zzHyEv8xwtB0fLf_41Ts/viewform?usp=send_form

Dr. Joan Lopes: https://docs.google.com/forms/d/17IN7CJ7tahrgE4DPqJ7-QZn0WlnYalY5sPREv87ZwzI/viewform?usp=send_form

 Dr. Sheela Philip

https://docs.google.com/forms/d/1y6rS40jvDTnP9dxpjorfBNrfhVnAuBVZRbQnx7OTXhc/viewform?usp=send_form

 Dr. Sonia Nunes :

https://docs.google.com/forms/d/18okf8WWKQDamM4PXQJ05jMLpwWbPTm7YMbZvDHLiyc0/viewform?usp=send_form

Dr. Cerena D'Cunha :

https://docs.google.com/forms/d/1ylVkwBbFvPxUJqlqcgeppJbbjjI7eO6S2pMNhcg3w64/viewform?usp=send_form

 Mrs Reshma Rodrigues :

https://docs.google.com/forms/d/1p9_wMqQoCZwVzDjLtO__Z62DasZcQaKV7cw3KzFAg8/viewform?usp=send_form

ANNEXURE VI

SEMINARS/WORKSHOPS/CONFERENCES ATTENDED BY FACULTY 2015 - 16

THEME	ORGANISER	PAPER PRESENTED/ PUBLISHED	DATES/S	ATTENDED/ ORGANISED
NAME OF FACULTY: DR. GISELLE D'SOUZA				
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Converting aspirations into inspirations: Getting the equation right	August 2015	Attended

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Bridging the miles with parenting styles	August 2015	Attended
NAAC sponsored National Level Inter – Disciplinary Conference on Innovative Practices : Pathways to Quality Assurance and Sustenance in Higher Education	Pillai College of Education & Research and Department of Education, University of Mumbai	From EXCEL to Excellence	21st and 22nd April 2016.	Attended
NAME OF FACULTY: DR. SR.TANUJA WAGHMARE				
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Empowering students in the art of expressive writing	August 2015	Attended and Organised
NAME OF FACULTY: DR.SHEELA PHILIP				
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Happiness Score in a cohort of engineering students	August 2015	Attended

Globalized Era				
NAAC sponsored National Level Inter – Disciplinary Conference on Innovative Practices : Pathways to Quality Assurance and Sustenance in Higher Education	Pillai College of Education & Research and Department of Education, University of Mumbai	IDEA Model	21st and 22nd April 2016.	Attended

NAME OF FACULTY: MS. CINDRELLA D'MELLO

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Role of family, mass media and education in political socialization	August 2015	Attended
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Achievement motivation of the students of SSC board and NIOS in Greater Mumbai : A comparison	August 2015	Attended

NAME OF FACULTY: DR. CERENA D'CUNHA

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education:	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Value led education – A beacon of hope	August 2015	Attended

Empowerment in Globalized Era				
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Converting aspirations into inspirations: Getting the equation right	August 2015	Attended

NAME OF FACULTY: MS. SONIA NUNES

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	A study of organizational commitment of secondary school teachers in relation to their school health and transformational leadership	August 2015	Attended

NAME OF FACULTY: DR. JOAN LOPES

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Empowering a smart future	August 2015	Attended
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Emotional intelligence of teachers – Quality matters	August 2015	Attended

Education: Empowerment in Globalized Era				

NAME OF FACULTY: MS. RESHMA RODRIGUES

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	A study of the study habits of student-teachers	August 2015	Attended
International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Teachers, Know Your Self Worth	August 2015	Attended

NAME OF FACULTY: MRS. SHAKUNTALA NIGHOT (LIBRARIAN)

International Conference on Emerging Trends in Education – Changing, Challenging and Stimulating Education: Empowerment in Globalized Era	St. Teresa's Institute of Education, Santacruz in collaboration with INAAR	Inflibnet a gateway to e-resources in Indian Higher Education	August 2015	Attended

ANNEXURE VII

LIBRARY SERVICES

	31.3.15 No of Doc.	Value	1.4.15-31.3.16 No of Doc. Value added in Rs		Total No of Doc. In Rs.	Value
School Text Books	1916	-	19	290	1935	-
B. Ed. books and Refernce Books	9144	-	88	25,817	9232	-
E-books (Access of Through NLIST)	97000+	5000/ Year since 2011	97000+	5000	97000+	Total Rs. 25,000 (From June 2011)
E-Journals (Access of Through Nlist)	6000+		6000+		6000+	
Periodicals Titles (Total= (Subscribed+Free)	24+7=31	9370	30+6=36	21069	36	NA
Digital Database	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	
Excel Databases	Total 6 1.Article Database 1.Action Research catalogue 1.CAI catalogue 1.Ed. Eval. Project catalogue 1.Journal Catalogue 1.Bound Volume Catalogue	NA	Entries are added every year for current issues		Total 6 1.Article Database 1.Action Research catalogue 1.CAI catalogue 1.Ed. Eval. Project catalogue 1.Journal Catalogue --------------- 1. Bound Volume catalogue	NA

AV Material: CD & VCD's	182	-	58	-	240	-
CAI CDs	Eng: 322	NA	107	NA	Eng: 349	NA
	His: 251				His: 313	
	Maths: 236				Maths: 252	
	Science: 184				Science 186	
	Total: 993				Total: 1100	
Action Research	475	NA	85	NA	560	NA
Evaluation Projects	History-29	NA	3	NA	History-31	NA
	English-9				English-10	
	Science-15				Science-15	
	Maths-24				Maths-24	
	Total: 77				Total: 80	
Question Papers of 1)University Exams 2)College Exams for all B. Ed. Subjects	April 2007-Dec 2014 In Print Form	NA	Yearly New Question papers are added	NA	April 2007-May 2015 In Print Form	NA

ANNEXURE VIII

THE HONOURS PROGRAMME (25 Credits)

Dimension	Credit	Date	Area	Resource Person/s
Personality Development	2	4/4/2016 5/4/2016	Personality Development/ Counselling	Fr. Patrick D'Souza
Soft Skill Development	1	1/10/15	Gandhian Ideology	Dr. Namita Nimbalkar
	2	6/10/15	Teacher of 21st century	Dr. Elaine Charles
ICT in Education	1	19/10/15	Cyber Crime	Mr. Sachin Dedhia
	2	20/10/15	Prezzi/Emaze	Ms. Juveria Ghare
Professional Skills	4	6/10/15 – 10/10/15	Chart Preparation	Mrs. Marie Fernandes
	1	5/12/15	Handling Childhood Addictions	Dr. A. M. Gabhrani
			Childhood Disorders	Dr. Sahil Jaffary

	2	20/2/16	Talk Show on CCE	Teachers of SSC/CBSE/ICSE/IGCSE/IB
	4	22/2/16	Rubrics	Dr. Veena Deshmukh
Community Outreach	2	28/9/15	Cleanliness Drive – Juhu Beach	
Communication Skill	1	1/10/15	Street Play	Mr. Alpam Salve
	2	24-25/2/16	Drama and Art in Education	Prof. Radha
Inter-collegiate Festival	1		Planit-E	

ANNEXURE IX

DATA SHEET TO RECORD BEST PRACTICES

BEST PRACTICE-I AT ST.TERESA'S INSTITUTE OF EDUCATION

1. Title of the practice

Honours Programme

2. The context that required initiation of the practice:

Much has been said about the dying quality and lack of effectivenessof education. The present modes of instruction are didactic and so considered redundant and outdated. Policy makers are vehement that if the methodology of school instruction is to be revamped, the revolution has to be initiated within the portals of the colleges of education. This ideology saw the birth of our star-certificate programme – a credit-based course – the Honours Programme.

In today's workplace, the emotional quotient of an employee is valued higher than his intelligence quotient. This has shifted the focus, and soft skills carry a lot ofimportance. Education is no different. It too has become a service sector, and schools are no more harsh and repressive. Today's schools are expected to engage pupils in joyful and experiential learning, and teachers are expected to be reflective practitioners and facilitators of learning. It is to endorse this change that STIE has initiated the Honours Programme.

This programme caters to the needs by adding flavour to the personality dimension of every student who becomes part of the Teresian legacy of education. The

programme is flexible and is benchmarked every year. This enables customization of the programme, making it truly contextual in its structure and content.

3. Objectives of the practice:

- To provide students an opportunity to acquire add-on-credits through the certificate programme.
- To provide teacher trainees with composite training aimed at nurturing the head, hand and heart.
- To offer courses that span aspects of personality development.
- To sensitize students towards ethical issues within the domains ofenvironment, women's issues and human rights.
- To provide skill-based training that fosters self-reliance.
- To expose students to areas of contemporary relevance that aid academic growth.
- To create programmes and invite resource persons who satisfy the needs of the five main categories.
- To systematise and bench-mark the allocation of credits.
- To provide experiential learning.

4. The practice:

The HonoursProgramme spans the entire academic calendar and is based on the IDEA model, which is a backward design model.

The syntax of the IDEA model is as follows:

- **Phase I: Identification of Need**

The 360^0online appraisals that are procured from the stakeholders at the end of the academic year provide the coordinator a bird's eye-view of voids and lapses within the programme. This helps to customize the programme as per the needs felt within educational practices.

- **Phase II: Development of Design**

The programme is structured around 7 dimensions, namely, Soft Skill Enhancement, Community Outreach and Network, Certificate Programmes, Inter-Collegiate

Festivals, Professional-Skill Enhancement, Communication Skills, and Tactile-Training. Several sub-activities are conducted under each head. Credits are assigned to each dimension in accordance with the attention it demands within the programme. A year plan is drawn up after a brainstorming session among the staff, where possible meaningful topics are listed and resource persons suggested.

▪ **Phase III: Enhancing and Empowering Skills**

In *Soft Skill Enhancement* the focus is on the holistic development of a pupil. Here a wide variety of issues are contextualized with a view to sensitizing a pupil toward ethical mores, leadership styles, spirituality, values of secularism, life-skills education, human rights, counselling, etc. The skill of reviewing books has been identified as an important exercise to initiate critical thinking. Cumulatively these activities sharpen in students empathy and compassion,while sensitizing them to the latest contemporary trends.

Community-Outreach and Networking is given great importance. It provides pupils hands-on training in the field. It acts as an eye-opener to the harsh realities existing in anon-egalitarian world. *Inter-Collegiate Festivals* are times of revelry and pomp, where students participate as a student body under the auspices of the University of Mumbai or at a wider platform that starts at the school level and goes all the way to the undergraduate level. This becomes an inter-disciplinary exercise.

Tactile-Training involves teaching how to prepare various handicrafts. This is a culture-sensitization activity. Skills are acquired by students through actually participating in the training being provided. Some learning is acquired through observing the demonstrations given by fellow students of other skills they have mastered.

▪ **Phase IV: Assessment of Goals**

Each activity carries a specific credit. The entire programme cumulatively totals 25 credits. Students are oriented to what the programme entails at the start of the academic year. They are motivated to participate with passion and zest, and earn

an exemplar certification grade at the end of the programme. This programme calls for detailed monitoring and documentation of all its activities. Finally the grade-limits are benchmarked, based on the performance of the whole class. A maximum number of students earn Grade B. The outliers within the group are few and are certified as Grade A and Grade C. This distribution satisfies the *Normal Probability Curve* trend. The syntax of the model is represented diagrammatically.

5. Obstacles faced if any and strategies adopted to overcome them:

Now that we are a few years into the conduct of this programme, many hurdles have been overcome through trial and error. Nevertheless, we still face some obstacles, as listed below:

- **Paucity of time:** This is a sad reality, but at STIE the programme has been well integrated into the existing structure and time-frame of the academic year-plan. The ethos of the college sees the programme as an absolute necessity and an integral part of the B.Ed. course. This philosophy overrides the small odds and obstacles.
- **Identifying resource persons:** The staff members of the college are always on the lookout for personnel qualified to serve as resource persons. This becomes an encumbrance many times but has always been resolved with a little restructuring of time-frames.
- **Surveillance and documentation:** The programme calls for rigorous monitoring by the members of the staff, who have to be vigilant and ensure that all aspects of evaluation are clearly documented objectively.
- **Absenteeism:** Students are aware that no misconduct goes unobserved. Still, a few students do not fulfil the requirements laid out by the course outline, and fail to obtain a certification.

6. Impact of the practice:

The HonoursProgrammeis envisioned to fulfill the demands made on education by the prevalent social milieu. The enshrined vision and mission statements of STIE are idealistic in essence. The institution strives towards structuring and sustaining

not just an academic course content of relevance but also towards creating emancipated, empowered and enlightened teachers who foster excellence in the field of education.

The objectives of the HonoursProgramme are drawn up to be well-aligned with the institution's core values. Thus, we are justified in saying that the HonoursProgramme is not just a practice but a reflection of the heart of the institution. One can see the ramifications of this holistic practice deeply integrated with and entrenched into the curriculum prescribed to be transacted for the fulfillment of the teacher-training course.

Accrediting agencies encourage institutions to incorporate programmes that add value to the course work. And, this is a key quality indicator of an innovative best practice. This guideline acted as an incentive and nurtured the birth of this our star HonoursProgramme. It was to be monitored on the basis of credits assigned to the different dimensions of the HonoursProgramme. The certification at the end of the programme revealed the grade obtained by a student.

The HonoursProgramme has elevated the institutional presence of STIE in the eyes of its stakeholders.Thepositive impact of this practice has been elaborated upon in the areas specified below:

- **Institutional Self-worth**: This practice has been a feather in STIE's cap.The programme can be compared to a *'finishing school',* which is a highly sought-afterexposure and luxury that only the wealthy can avail of. The objective of the Honours Programme is to smoothen the demeanour of the teacher-trainee at no extra cost and within the stipulated working hours of the college. This has raised the desirability quotient in terms of effectiveness of the college within the professional guild.
- **Choice-based Content**: Within the gamut of the course, certain sections permit flexibility. Students can make options based on their aptitudes and interests. This in turn hones the skills of the staff and keeps them abreast with recent trends. It thus engages staff in comparative education. The programme pivots on the inter-disciplinary approach, making it a comprehensive and inclusive education of the head, hand and heart.

- **Student Empowerment**: This exposure ensures that each student undergoes a metamorphosis. The entry and exit-point evaluations stand testimony to this fact. It is easy to see the emergence of mindsets that are empathetic, ethical and bearing global perspectives. These are precisely the long-term goals of teacher-training. This certification gives our trainees an edge as they usher themselves as professionals into the teaching fraternity. It also catapults their employability scores.

- **Staff Empowerment**: It is mandatory for the staff to attend the workshops and seminars as participants when the students are being addressed by a resource person. This goes a long way in showcasing to the staff teaching strategies and progressive trends followed by othermembers of the teaching fraternity. This further empowers them with contextually relevant knowledge. Thus the staff members continue to be life-long learners.

- **Teacher Exchange**: The entire programme calls for procuring resource persons who are eminent in the subject area and also specialists in the specific content or skill students are being exposed to. Thisneed initiates and sustainscommunication channels and teacher exchanges at severalother levels too. Thus this proves to be a window to enhance and sustain cordial networking at an inter-disciplinary level.

- **College as a Nodal Centre**: The programme initiates, sustains and perpetuates linkages within the community. The college's presence as a meaningful and powerful centre for dissemination of information and services gets established subtly. Thus the college becomes an agency providing informal education within the community.

- **Community-oriented Programmes**: Several community service programmes are conducted to raise civic responsibility and civic sense.

- **Sister-concerns of the Institute:** St. Teresa's Covent High School and the St. Teresa's Special School are off-shoots of our institute. The Honours programme enables pooling-in of resources between these institutions. STIE's presence is thus felt through the services that are shared. This networking proves to be a symbiotic relationship, fostering cohesion within the Teresian Society of Education.

- **Paradigm Shift in the Ideology of Assessment Practices:** It is appropriate to say that this programme endorses the importance of qualitative evaluation of the intangible aspects within education. To our students, who are the teachers of

tomorrow, this is a great practical exercise. It highlights a shift in the style of evaluation by replacing numbers and percentages with credits and grades. There is a lot of inertia within the Indian educational setup to accept this change. The qualitative assessment style is often considered to be a dampener by students and parents, who strive so hard in the rat-race. So it is our attempt to expose our target population of teacher-trainees to the true long-term goal of education, which is *'man-making'* and not making franking commodities. Thus, this is a move toward helping them transit to a higher realm. In other words, it attempts to constructively reduce the undue pressures of today's education under which students are reeling.

In conclusion, it is with a sense of pride that we recount the institution's journey over the past years. The framework has been modified using permutations and combinations to streamline the transactions, thus raising its impact and gradually widening its scope.

7. Resources required:

- **Human Resources:** The HonoursProgramme is highly flexible in its structure and form. Its effectiveness is directly proportional to the appropriateness of the resource persons that enliven it. Identifying and tapping the correct personnel is a herculean task.

- **Physical Spaces:** The college hall serves as a venue for 80% of our programmes as most of them are conducted at the college level. Outside the college, the Community Centers and the streets of Mumbai city are the confines within which the programme limits itself.

- **Internet Facility:** The students have access to the computer laboratory for all the internet facility that they would require.

- **Stationery:** The college provides reprographic facility and paper to students, if ever it is needed.

- **Raw Materials for Tactile-Training Workshops:** Students are expected to carry the raw materials that they would require to be using to prepare handicrafts. The finished products are retained by the students as their personal belonging.

- **Certificates:** Certificates are required to be awarded as a keepsake to each student to testify their performance.

8. **Contact person for further details:**

Name of the Principal	Dr. Sr. Lilian Rozario
Name of the Institution	St. Teresa's Institute of Education
City	Mumbai
Pin code	400 054
Accredited Status	A
Phone no.	022-26490252
Website	stied.org.in
Mobile	+919869662565
Fax	022-26490252
E-mail	stie73@gmail.com

BEST PRACTICE-II AT ST.TERESA'S INSTITUTE OF EDUCATION

1. **Title of the practice**: PLANIT-E

2. **The context that required the initiation of the practice:** This event was the productive outcome ofS.T.I.E's quest for excellence to organize an inter-collegiate festival which would serve as a forum for the student fraternity of diverse disciplines to collate their talents, creativity and potential in a spirit of healthy competition. On brain-storming for relevant themes for a festival which would be appropriate to achieve these lofty ideals,in the context of our times, it was decided to host the FIRST EVER ENVIRON-FEST in a bid to step up the quality of our planet-Earth…..in short E-quality!! The threats facing humanity in terms of depletion of resources, degradation of the environment and the detrimental effects of abusing nature are insurmountable. The truth is inevitable- a slow but steady decay and death of the planet at large. If we have to avert this impending calamity, each of us has to make an informed choice to make a difference. And what better way than to tap the thinking potential, creative ideas and ingenious suggestions of the young minds who hold the key to a better tomorrow in a beautiful world. And so our dream of the All-Mumbai Inter-school cum Inter-collegiate Environ fest- '**Planit-E'** was born.

3. **Objectives of the practice:**

▪ To create an awareness and deliberate on issues relating to the environment.

▪ To foster a spirit of creativity, innovativeness and critical thinking in the student fraternity.

- To share best practices currently in vogue to conserve the environment.
- To provide a forum for networking between various sectors in a bid to work towards the worthy cause of bringing about an environmental revolution.

4. The practice:

Planit-E was based on the **EXCEL** model, the syntax of which has been described below:

- **Phase 1: Engage**

The students were actively engaged in networking with academicians, NGOs, alumni and the mediato discuss and deliberate on the feasibility of an Inter-collegiate festival. Ideas were invited from various stakeholders regarding the theme for the event, the best time to host it so as to achieve maximum student participation, possibility of obtaining sponsorships from the corporate sector and involvement of the alumni in planning the festival. Thus the decision to host an Environ-fest was the brain-child of active forethought and analytical thinking that ensued between the teacher trainees and the community at large.

- **Phase 2: X–plore**

This involved researching into the resources needed to organize the event and the various activities that could be conducted during the 2 day festival. The resources were categorized as human, material and financial and have been listed in detail later. The nine competitions catering to the domains of head, hand and heart were chart-making, preparing best from waste, street plays, elocution, slogan framing, essay writing, jingles, impromptu speaking and ad-fad.

- **Phase 3: Communicate**

This comprised of facilitating dynamic dialogue between faculty, students and alumni to plan, popularize and market the practice. A **core-team** comprising of 25 B.Ed students from the present batch was constituted for the purpose of planning the festival. Propaganda for this first-time event was created through specially and attractively designed brochures prepared to provide a giant head-start in appealing to the student fraternity across Mumbai. The members of the core-team held regular meetings to delegate responsibilities, review progress and update records. Different organizations were approached for sponsorships, professionals contacted for being part of the panel of judges for various

competitions and media involved for press coverage both prior as well as after the event.

- **Phase 4: Empower**

Students were provided the necessary grooming and enhancing of entrepreneurial skills to market the event in educational institutions across Mumbai, public speaking skills to confidently compere the various activities, IT skills to prepare presentations giving an overview of the event, web designing and computer graphics to prepare fliers and banners popularizing the event, hospitality for hosting the event and creativity in planning and organizing each competition included therein.

- **Phase 5: Launch**

This provided momentum and direction to what started off as an idea. Planit-E was hosted on the 16th and 17th of January 2015 thus taking it from the status of a dream to reality. **Forty-six educational institutions** across the city of Mumbai participated in the festival. Every participant was awarded a certificate of participation. The winners received certificates, prizes and medals. Three rotating trophies were awarded to the institutions ranking first, second and third at the fest based on the total credits gained. The syntax of the model is represented diagrammatically.

5. **Obstacles faced if any and strategies adopted to overcome them:**

- **Timing:** The fest was held at the end of January last year as a result of which standard XII and undergraduate students were unable to participate due to on-going and upcoming examinations. To overcome this obstacle it has been decided to host the fest at a time convenient to majority of the student fraternity, tentatively in September/December.

- **Alumni Involvement**: Since the event was held on weekdays last year, it was not possible to obtain maximum alumni backing as ex-students could not absent themselves from the schools where they are employed. To take care of this restriction the fest will be hosted at the week-end this year to ensure maximum alumni involvement.

- **Few events open to school students:** Last year school students were permitted to participate in **only 2** competitions i.e. essay writing and elocution. This year all competitions will be open to school students as well as an additional trophy

introduced for the winning school. A competition titled E-mart will also be included for school students to prepare projects propagating novel ideas for environmental conservation.

- **Multiple participation by a single student:** Due to the same student participating in more than one event, it resulted in delays in running competitions simultaneously. This year there would be a rule framed that each participating student is allowed to register for only one competition to save on time.

6. Impact of the practice:

- **P (Pursuit of excellence)**:In keeping with the Institutional motto 'Excellence in Education', Planit-E helped STIE to surge ahead in achieving its goal with the much needed impetus to add an environmental dimension to the thinking of the student fraternity. By providing a platform for healthy competition across the Metropolitan city of Mumbai, it shook students out of their comfort zones to commit themselves to the worthy cause of an environmental revolution. Through the sharing of innovative measures to conserve the environment, the festival empowered youth with new ideas and an awareness of their role in giving the planet a face-lift. The turnout of 46 educational institutions at the environ-fest itself bears witness to the extent to which Gen-next emerged intellectually and attitudinally charged after attending the fest.

- **L (Leadership skills)**:Planit-E led to showcasing efficient leadership skills exhibited by the students right from the conception of the event to the closing ceremony. The core team comprising of 25 teacher trainees from the present batch dedicated themselves wholeheartedly to planning, popularizing and organizing the festival. Their entrepreneurial proficiency surfaced through them impressively and convincingly marketing the event in educational institutions across Mumbai, winning the confidence of sponsors, principals, NGOs and personnel from the corporate sector and media who were invited to judge the various competitions. The core-team members compered the different competitions and shouldered diverse responsibilities with total sincerity and commitment.

- **A (Attitudinal shift):**The fest culminated in a 360ºturn around in the mind sets and attitudes of the student fraternity as well as attending delegates towards environmental conservation. It served to create an awareness of the existing lackadaisical disposition of most individuals to their role in saving the planet. The array of activities organized as part of the event helped to refurbish an otherwise mundane theme namely 'Environment' by re-igniting the sparks of concern in the heart of every participant. All-in-all the event inspired students to believe that there can be no change without challenge. The Valedictory function in particular witnessed students pledging their commitment towards the noble cause of environmental protection through a symbolic and heart-rending closing ceremony.

- **N (Networking):**Planit-E was a marathon attempt at networking between different sectors in society to achievethe lofty goal of conserving the environment. It promoted healthy liaising of academicians, media personnel, NGO officials, alumni and corporate organizations in the planning of the event, obtaining sponsorships and judging the competitions. Involving experts from diverse fields of specialization paved the way for inter-disciplinary learning and added multiple dimensions/angles to a single theme. This paved the way for an enriching learning experience arising from the amalgamation of ideas and opinions.

- **I (Innovative venture)**: The environ-fest was the first ever attempt in Mumbai to organize an Inter-collegiate festival relating to the environment- a theme which has not received its due significance in the context of the times we live in. It also endeavoured to provide an opportunity for school-college networking to take stock of and appreciate the intellectual quotient of our youth. It was an effort to enable the future generation to voice their opinions in an uninhibited atmosphere and share their ideas on a public platform making them believe that they too are capable of making a worthy contribution in some little way to the betterment of our environment and the world at large. The novelty of this event lay in the driving principle behind it-" The future of this planet is vested in the hands of our youth"

- **T (Talent nurturing)**: The various competitions conducted over the 2 day environ-fest served to develop the three domains of head, hand and heart. The host of activities tapped the potential of the youth on different fronts. The

essay writing and elocution contests helped students exhibit their literary skills of organizing their ideas and projecting them fluently and strikingly. Chart making and the Best-out-of-waste activities enabled their creativity and artistic finesse to surface strongly. Slogan framing and impromptu speaking aimed at developing skills of critical thinking, ingenious expression and logical reasoning. Ad-fad and Street plays provided them with a platform to display their dramatic expertise, confidence and convincing power. The Jingle contest brought out their sense of harmony and rhythm. Thus there was an enormous outpouring of talents leaving no stone unturned to nurture the innate potential of Gen-next. The brochures for the festival as well as the e-newsletter released after the event were designed by students and showcased their innovative potential. The festival also catered to the finer nuances of developing public speaking skills in compering different competitions, hospitality in escorting dignitaries and special invitees, marketing skills in creating propaganda for the event, IT proficiency to prepare presentations covering the highlights of the event, web-designing and graphics for enhancing the layout and appeal of fliers, banners, letters of appreciation and certificates.

- **E (Environmental aesthetics and values)**: By sowing the seeds of environmental awareness in young minds it helped to reap a rich harvest by way of ideas that emerged through deliberation and out-of-the-box thinkingduring the different competitions on themes of environmental relevance. The topics selected for the various competitions included pressing environmental issues that are in need of immediate attention such as 'Solution to Pollution', 'My share in our city's E-care', 'The Art of Green Living', 'Eco-friendly festivals', 'Save Water-Save Life' and 'Save Trees'. The ideas that emerged through the array of activities led to an aesthetic appreciation of not simply both nature and art, but also of every other aspect of human experience; it extended to the aesthetic dimensions of rural countrysides, small towns, large cities, theme parks, gardens, museums, and even human relationships as students explored ways in which the human race could re-unite and intensify their commitment to saving the planet from the environmental threats looming low and large over it. Moreover, it served to sensitise students and all attending it to the dire need for re-thinking ways to reduce environmental

abuse and alert themselves to the clarion call of a much needed environmental revolution.

7. Resources required:

- **Sponsors** for the printing of brochures/certificates/banners, refreshments, medals, prizes and trophies.
- **Judges** coming from different fields of specialization to evaluate the various competitions in keeping with their expertise.
- **Personnel** comprising of faculty, alumni and a core-team to plan, popularize and organize the event.
- **Infrastructure** including rooms to host the competitions simultaneously, a canteen for refreshments, washroom facilities, auditorium for the inaugural and valedictory functions and LCD arrangements for displaying coverage of the fest.
- **Travel allowance/Remuneration** for the judges/special invitees.

8. Contact person for further details:

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