

# **Annual Quality Assurance Report (AQAR)**

For the Academic Year 2014 - 2015

Of

**St. Teresa's Institute of Education**



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# **The Annual Quality Assurance Report (AQAR) of the IQAC**

## **Part – A**

### **I. 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. MHC0GN 18879)

MHCOXX10247

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/53/RAR/09 dated 4-09-2010

1.5 Website address:

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

Web-link of the AQAR:

<http://www.sti-edu.in/quality-assurance/>

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	1 <sup>st</sup> Cycle	B+		2003	5 years
2	2 <sup>nd</sup> Cycle	A	3.03	2010	5 years
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

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

13.06.2003

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

2014-15

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

- AQAR 2010 – 11 submitted to NAAC as on 08.07.2011.
- AQAR 2011 – 12 submitted to NAAC as on 10.04.2014.
- AQAR 2012 – 13 submitted to NAAC as on 09.01.2015.

iv. AQAR 2013 – 14 submitted to NAAC as on 16.03.2015.

#### 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	Alumni	3
		Others	-
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.  International  National  State  Institution Level

(ii) Themes

- (a) Re-inventing Education for Nation Building  
(b) Short-term Research Methodology Course

### 2.14 Significant Activities and contributions made by IQAC

- Planning and Execution of the Honours Programme.
- Organising a UGC sponsored National Seminar on “Re-inventing Education for Nation Building”.
- Organising a National Seminar on Human Rights in collaboration with NHRC.
- 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 charity drive and a rural camp to Asangaon.
- 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.
- Organising a training workshop on Web 2.0 for the professional development of the faculty.
- Initiating the 360° online feedback mechanism.

### 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. <b>(Annexure I)</b>
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. 65 Students secured A grade, 25 secured B grade and 8 secured C grade. Certificates of merit were awarded to students at the valedictory function.

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.	A National Seminar on “Re-inventing Education for Nation Building” was planned & proposal submitted to UGC	The seminar was conducted on 25 <sup>th</sup> – 26 <sup>th</sup> July, 2014 and attended by 89 delegates.
5.	A National Seminar on Human Rights was planned and proposal submitted to NHRC	The same was conducted on 07 <sup>th</sup> January 2015 and attended by 100 delegates.
6	Identifying and contacting resource persons for various sessions to be organized as part of the Honours programme.	Refer <b>Annexure II</b> for details of activities conducted & <b>Annexure III</b> for Enrichment sessions conducted.
7	Linkages with Junior colleges for practice teaching were planned to provide qualified students with diverse and enriching experiences.	Fourteen Post Graduate students delivered two lessons each in Junior colleges.
8	Motivating faculty to prepare for their CAS and submit their PBAS/ orienting them to the procedure for preparing /format for submission	6 lecturers were promoted from stage 1 to stage 2, 1 lecturer from stage 2 to stage 3 and 1 lecturer from stage 3 to stage 4.
9	Informing faculty about FDP and making arrangements for them to attend the same	9 faculty attended short term courses in Research Methodology.
10	A one week short -term research methodology course was organized in collaboration with ICSSR	It was conducted from 15 <sup>th</sup> – 19 <sup>th</sup> July 2014 in collaboration with the ICSSR and attended by 28 participants
11	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.
11	Planning and organizing the Inter-collegiate festival Planit-E	The event was held on the 16 <sup>th</sup> and 17 <sup>th</sup> of January 2015 and attended by 46 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 National/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.

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 9. 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				
<b>Total</b>	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)**

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.

No

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
11	9	2		

2.2 No. of permanent faculty with Ph.D.

6

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
	2								

2.4 No. of Guest and Visiting faculty and Temporary faculty

15- Guest lecturers	NIL – Visiting faculty	NIL – Temporary Faculty
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2.5 Faculty participation in conferences and symposia: **(Annexure VI)**

No. of Faculty	International level	National level	State level
Attended	01	21	07
Presented papers	01	12	0
Resource Persons	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/ ermin ur . 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.
- ✓ The open-book examination is a regular feature every year and helps to evaluate students' analytical and critical thinking ability. To ensure the achievement of these objectives, the institution included case-studies and applicatory questions for the purpose of the open-book examination in a bid to test not only aptitude for reproduction of information but rather skills of comprehension and organization of matter in a logical sequence.

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.	100	-	35	35	25	04

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 12 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

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	2
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	1
Staff training conducted by other institutions	-
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	4	1	-	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
- Conducting a Research methodology workshop of 5 days duration in collaboration with ICSSR as part of faculty Development Programme.
- Organising sessions on MOODLE, Selection of a Research Topic, On-line Research and a One-day Workshop on Web 2.0 for the professional development of students and faculty
- 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.

#### 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
Outlay in Rs. Lakhs	-	-	-	-

#### 3.4 Details on research publications:

	International	National	Others
Peer Review Journals	3	1	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	8	-

### 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	-	-	-	-
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.  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   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	-	2	-	-	1
Sponsoring agencies	-	UGC NHRC	-	-	IQAC

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

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

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	1
	Granted	-
International	Applied	-
	Granted	-
Commercialized	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	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.22 No. of students participated in NCC events:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.23 No. of Awards won in NSS:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.24 No. of Awards won in NCC:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="1"/>	College forum	<input type="text" value="1"/>	
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>	Any other <input type="text" value="-"/>

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

- The college participated in the Extension Education programme organized by the department of Life Long Learning and Extension (DLLE), University of Mumbai of the various activities that are conducted by DLLE, the Institution undertook the following activities:  
1. Career Projects 2. Anna Poorna Yojana Project 3. ICT –SDE 4. Status of Women Survey. Each student completed 120 hours of work on the selected project. The college also participated at the Inter collegiate festival UDAAN and the poster competitions held by the department as a part of the festival.
- Students also rendered 20 hours 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 Christmas 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 Christmas.

- 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 Institution conducted a Career Exhibition as part of the Extension Education Programme wherein trainees display information through attractively prepared brochures and posters pertaining to different careers. This exhibition is kept open to students of the neighbouring school to familiarize students with upcoming careers in the world of work.
- The institution participated in an on-going project on Water Management conducted by the NGO SOSVA. As part of this endeavour the teacher trainees were oriented to the project and trained in the use of modules specially designed to disseminate information on water conservation to school students during their internship programme. The trainees were also required to collect data in questionnaires devised for the purpose by the NGO. On completion of this activity each participant was awarded a certificate. A few trainees are recruited by NGOs such as Akanksha Foundation and Aseema Charitable Trust and made the noble choice to work in schools for the underprivileged children despite low monetary gains.
- The Principal, staff and students of STIE participated in the human chain on 14<sup>th</sup> March 2015 wherein citizens of Mumbai, people of all faiths, churches & institutions joined hands together to urge the government to stop hate campaign and focus on development and good governance to support communal harmony.
- The college organized a one day outreach camp at Asangaon and visited the inmates of the orphanage, old-age and leprosy home. Faculty and students made a contribution of cash as well as utility articles in a bid to reach out to the less fortunate and sensitise students to their needs.

## **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 ( $\geq 1$ -0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. In Lakhs)	-	-	UGC	1,76,514
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

- ✓ Inter library loan
- ✓ Reference Service
- ✓ Library Orientation
- ✓ N-LIST Orientation & facility for staff and students
- ✓ 'Searching E-Resources Effectively' Training Programs for STIE Students
- ✓ Book Bank Scheme
- ✓ Home Lending
- ✓ Reading Room
- ✓ Internet facility
- ✓ Content Alert Service for 'Indian Journal publications' in Education available through
- ✓ Bibliographic Service
- ✓ Computerized Catalogue (OPAC)
- ✓ Access to E-resources including NLIST and Open Access Databases
  
- ✓ Display of New arrivals.
- ✓ Thematic Display of Library Collection

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

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	23	1	✓	-	-	1	1	-
Added	30	-	-	-	-	-	-	-
Total	53	1	-	-	-	-	-	-

**Library OPAC is created**

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

- ✓ 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
- ✓ Workshops on MOODLE and Web 2.0 were also conducted for students and faculty to enhance their professional development

4.6 Amount spent on maintenance in lakhs:

i) ICT

20, 000/-

ii) Campus Infrastructure and facilities

1, 03,861/-

iii) Equipments

2, 48,514/-

iv) Others

-

**Total:**

3, 72,375/-

## **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
- Organising Campus Interviews to help students find suitable placement in schools. Conducting session for students on “How to present themselves at interviews and prepare their job resumes”.
- 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 46 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.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	-	-	-

(b) No. of students outside the state

06

(c) No. of international students

01

No	%
-	-

Men

No	%
100	100

Women

Last Year 2013 – 14						This Year 2014 – 15					
General	SC	NT/SBC	OBC	Physically Challenged	Total	General	SC	ST/NT	OBC/SBC	Physically Challenged	Total
93	4	1/1	1	-	100	90	4	1	5	-	100

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

1

SET/SLET

-

GATE

-

CAT

-

IAS/IPS etc

-

State PSC

-

UPSC

-

Others

-

5.6 Details of student counselling and career guidance

Since the Institution conducts only the B.Ed course all trainees pursue teaching as a career either at school level /college level and thus do not require career counseling as such. 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.

No. of students benefitted

40

#### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
26	90	52	46

#### 5.8 Details of gender sensitization programmes:

- Talk on “Sex Education” by Dr. Anjali Bapat on 10<sup>th</sup> Jan, 2014.
- Seminar on Women’s Humans Rights in Collaboration with NHRC on 7<sup>th</sup> January ,2015

#### 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

20

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	3	Rs. 61,134/-
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

### 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 has 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 students is 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:

### A Sample of the Contextualised Curriculum

COURSE	SUBJECT	ACTIVITY
<b>I</b>	<b>Philosophical Foundation of Education</b>	➤ Talk on Gandhian Philosophy
		➤ Visit to Mani Bhavan & Prince of Wales Museum
		➤ Project on 'isms' of Philosophy
<b>II</b>	<b>Psychology of the Learner</b>	➤ Talk on Learning Disability
		➤ Project on Individualised Education Plan
<b>III</b>	<b>Educational Evaluation</b>	➤ Workshop: Blue Print
		➤ Talk show on CCE
		➤ Project on 'The Unit Test'
<b>IV/V</b>	<b>Special Methods in Education</b>	➤ <b>English:</b> Use of the Language Laboratory for spoken English skills
		➤ <b>History:</b> Project on the Social Inquiry Method/visit to The Discovery of India/ Workshop on Co-operative learning strategies
		➤ <b>Science:</b> Visit: to Nehru Science center and Homi Bhaba Center for Science Education
		➤ <b>Mathematics:</b> Workshop on Vedic Mathematics.
<b>VI</b>	<b>Sociological Foundations of Education</b>	➤ Talk on Gender Sensitization ➤ <b>Visit to</b> disadvantaged sections of society
<b>VII</b>	<b>Psychology of Learning</b>	➤ Talk on Developing Thinking skills ➤ Film review ➤ Use of any 2 Co-operative Learning Strategies their practice teaching lessons.
<b>VIII</b>	<b>Educational Management</b>	➤ Interview with principals during the Internship ➤ Study and documentation of school records
<b>IX</b>	<b>ICT in Education</b>	➤ Talk on Moodle

<b>X</b>	<b>Special Fields in Education</b>	➤ <b>Action Research:</b> Talk on ‘Online research’ and ‘How to select a research topic’ ➤ Action Research Projects
		➤ <b>Computers in Education:</b> Preparation of a computer based instruction module for teaching any school topic
		➤ <b>Environmental Education:</b> SOSVA project on Water Conservation/ Talk by SOSVA on Waste Management/ Camp by Trail Blazers/ Inter-collegiate environ-fest
		➤ <b>Guidance and Counseling:</b> Interview with a counselor/Talks by reputed counselors on behavioural problems and issues faced by adolescents and children.
		➤ <b>Inclusive Education:</b> Trainees work as shadow teachers at special schools

### 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.
- ✓ Use of case studies and applicatory questions for the open-book examination helps students develop higher order thinking and analytical skills rather than just testing mere reproduction of knowledge.

#### 6.3.4 Research and Development

- A one-day workshop on “Web 2.0” was organized by Dr. Sarika Sawant (Asst. Prof. SHPT SNTD) for the STIE Staff as a part of their professional development. Staff was trained in setting up blogs and creating websites for educational purposes.
- 8 Faculty members attended a short term Research methodology course organised by the institution in collaboration with ICSSR. This served to orient staff to new developments and trends in the field of research in education
- Faculty members regularly attend National /International seminars and present papers for their professional development. A summary of this is provided in **Annexure VI**
- A series of sessions were also organised by the research cell on MOODLE, online research and how to select a research topic.
- Research papers presented at the National seminar were compiled and published with ISBN.

#### 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 III**)

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

The following colleges were allocated during the academic year 2014-15

1. Usha Pravin Gandhi College of Management.
2. Smt. Kamala Mehta V.W.A College of Commerce.
3. Mitibhai College of Arts and Science.
4. Malini Kishor Sanghvi College of Commerce and Science

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

## **2. Ms. Sonia Nunes/Ms. Reshma Rodrigues:**

The college deploys 50 students to each teacher.

Post responsibilities:

1. Attend first term and second term training programs conducted by the Department.
2. Organize first/Second term training programs at college level.
3. Arrange first/second term field visits of the extension work /field co-ordination.
4. Supervise the work done by the students with help of extension work student manager.
5. Prepare the documents to be submitted by the college to the department.
6. Assess the project reports at the college levels.

Extension Teacher is also expected to do the following

- a) To be present throughout the college and community level programs.
- b) To carry out field visits at least once in a month in the community.
- c) To be present during the field visit by the extension work field coordinator.
- d) To ensure that every single student is present during the field visits by the field coordinator.

## **Faculty and Staff recruitment**

A language lab assistant has been employed to provide courses to vernacular students and others who wish to improve their language competencies. The college has designed a brochure to popularise the programme.

### **Industry Interaction / Collaboration**

- ✓ The campus interviews provide ample scope for the Institution to link itself with industry. Around 26 Institutions participated in this programme. The Principals attending the same were requested to fill an employer Satisfaction Survey Form. On the basis of their responses, the institution compiles a summary of the feedback received so as to make the necessary improvements / modification in the training provided to the aspiring teachers so as to cater to the needs/ suggestions of industry.
- ✓ 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 institution participated in an on-going project on Water Management conducted by the NGO SOSVA. As part of this endeavour the teacher trainees were oriented to the project and trained in the use of modules specially designed to disseminate information on water conservation to school students during their internship programme. The trainees were also required to collect data in questionnaires devised for the purpose by the NGO. On completion of this activity each participant was awarded a certificate.
- ✓ A Career Exhibition was conducted as part of the Extension Education Programme wherein trainees display information through attractively prepared brochures and posters pertaining to different careers. This exhibition is kept open to students of the neighbouring school to familiarize students with upcoming careers in the world of work.
- ✓ 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

Teaching	-
Non teaching	-
Students	(SC/ST)

schemes for

Total corpus fund generated

Rs. 11,000/-

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 Accountants

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.
- ✓ They have helped in planning /directing students for the various activities organised as part of the Annual Day Celebrations.
- ✓ 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:** The NGO, SOSVA conducted a session on 'Importance of Waste Management' for the staff and students to sensitize them to the need for segregation of garbage. Organic wastes are segregated and put into a vermin-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** and a **short-term Research methodology workshop in collaboration with ICSSR**. Introducing certificate courses in collaboration with organizations at state level to add an interdisciplinary dimension to student development.
  - ✓ 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 Institution organized a **National Seminar on Human Rights in collaborations with NHRC** and a **UGC sponsored National Seminar on Re-inventing education for Nation Building**.
  - ✓ The **Inter-collegiate festival Planit-E** hosted by the college served to network with educational institutions, NGOs, media and society at large.

- ✓ Students completed 30 hours of **community service** in several organizations/centres for the underprivileged orphanages, old age homes, homes for destitute and street children.
- ✓ The **Campus Interview programme** allows collaboration between the Institution and Industry fostering networking and modifying the course to cater to the requirements of the schools/colleges where the trainees are to be placed.
- ✓ Participating in environment-related projects undertaken by NGOs i.e. The save water **project carried out in collaboration with the NGO SOSVA** sensitized students to the need for water conservation.

▪ **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 daily on 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. <b>(Annexure I)</b>
---

The Honours Programme was a great success. 65 Students secured A grade, 25 secured B grade and 8 secured C grade. Certificates of merit were awarded to students at the valedictory function.
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Appointment of faculty on various curricular and co-curricular committees ensured smooth execution of activities, fostered shared responsibility and team work.
The National seminar on 'Re-inventing Education for Nation Building' was conducted on 25 <sup>th</sup> – 26 <sup>th</sup> July, 2014 and attended by 89 delegates.
The seminar on Human Rights sponsored by NHRC was conducted on 07 <sup>th</sup> January 2015 and attended by 100 delegates.
Various sessions for student and faculty development were conducted by resource persons from different disciplines through the year. Refer <b>Annexure II</b> for details of activities conducted & <b>Annexure III for</b> Enrichment sessions conducted.
Faculty placement under the CAS of UGC was done. 6 lecturers were promoted from stage 1 to stage 2, 1 lecturer from stage 2 to stage 3 and 1 lecturer from stage 3 to stage 4.
9 faculty attended short term courses in Research Methodology.
A short-term Research Methodology course was conducted from 15 <sup>th</sup> – 19 <sup>th</sup> July 2014 in collaboration with the ICSSR and attended by 28 participants
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 16 <sup>th</sup> and 17 <sup>th</sup> of January 2015 and attended by 46 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.
Qualified teacher trainees having Post Graduate Degrees in Arts/Science and Commerce were given an opportunity to give a few lessons at Junior college level. This provided them with an opportunity to explore and develop their potential and confidence in dealing with older students.

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

<ul style="list-style-type: none"> <li>✓ Honours Program: <b>Refer Annexure VIII and IX.</b></li> <li>✓ 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. (<b>Refer Annexure IX</b>)</li> </ul>
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*\*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.
- Some students attended a camp “Trail Blazers” to give them a firsthand experience of nature through several outdoor activities related to environmental themes.
- 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.
- Some of the Action Research projects undertaken by students as part of the curriculum are based on themes of environmental relevance.
- 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.
- Participation in the project ‘Save water’ in collaboration with the NGO SOSVA sensitised students to the need for water conservation.

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.
- ✓ Setting up a Functional Language laboratory to develop language competencies in students.
- ✓ 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.
- ✓ Becoming a study center for the M.A (Education) course conducted by IDOL, University of Mumbai.
- ✓ 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: Dr. Mrs. Giselle D'souza*

*Name: Dr. Sr. Lilian Rozario*

\_\_\_\_\_  
*Signature of the Coordinator, IQAC*

\_\_\_\_\_  
*Signature of the Chairperson, IQAC*

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## ANNEXURE –I

### THE ACADEMIC CALENDAR 2014-15

Month	Events
<b>JULY 2014</b>	College Re-opens
	ICSSR sponsored 5-days workshop on Research Methodology in Social Sciences
	Seminar on ‘Reinventing Education for Nation Building’
	Orientation to the B.Ed. Programme & Micro Teaching
	Commencement of Micro Teaching
<b>AUGUST 2014</b>	Continuation of Micro Teaching
	Bridge Lessons
	Workshop on objectives and specifications
	Yoga Course/ Guidance & Counselling Course begins
	Demonstrations of Model Macro Lessons
	Talent Search
	Independence Day Celebrations
	Practice Teaching Begins
<b>SEPTEMBER 2014</b>	4 rounds of Talent Search
	Student council elections
	Teacher’s day celebration
	Orientation to Extension Programme -DLLE
	Indoor games
	Orientation to Simulated lessons
	First Term Training Programme for Extension Education
	Eliminations for the Ms. Education Contest
	Lectures
	Practice teaching lessons
	SUPW begins
<b>OCTOBER 2014</b>	Gandhi Jayanti –Swachh Bahrat Abhiyaan
	Practice for St. Teresa’s Play begins
	Essays continue
	SUPW continues
	St. Teresa’s Feast Day celebration
	Talk on Communication Skills
	Miss Education contest
<b>NOVEMBER 2014</b>	Diwali Vacation
	Study Leave
	Class Test1
	Unit Test project
	Orientation to CAI
<b>DECEMBER 2014</b>	Seminar Presentations
	Second Term Training Program (DLLE)
	Tutorials and self study
	Study Leave
	First semester (university)
	Christmas Party/Christmas outreach
	Christmas vacations

<b>JANUARY 2015</b>	Commencement of the 2nd term
	Orientation to Special Fields
	Chart preparation competition (Extension Education)
	Internship (Educational Evaluation/ Action Research projects)
	Adult Education
	CAI Presentation
	UDAAN festival
	Extension Education project submission
	Educational visits
	Evaluation project submission
	Celebration of Republic Day
	Sports Day
	Activities of Honours Programme
	Submission of Action Research projects
<b>FEBRUARY 2015</b>	Campus interviews
	Internship Programme
	Annual Alumni meet
	Talk on Personality Development
	Open book exam
	Singing Competition
	Submission of Teaching Aids
	Submission of Evaluation Project/ Extension Project
<b>MARCH 2015</b>	Preparation for Annual Day
	Collection of teaching Aids/SUPW
	Talk on Professional Ethics
	Annual Day programme
	College Picnic
	Submission of Action Research Projects
<b>APRIL 2015</b>	Observation of CAI, Book review
	Prelims
	Talk on 'Teacher as a Counsellor'
	Valedictory Function
	Preparation for University exams
<b>MAY 2015</b>	University exam
	CAP
	Planning for the Next Academic Year



## ANNEXURE –II

### ACTIVITIES CONDUCTED THROUGH THE YEAR

Date	Activities
15 – 19 <sup>th</sup> July 2014	Research Methodology Course
27/02/2015	Marathi Raj Bhasha Day
16 & 17/8/14	Workshop on Chart Making
16 – 17 /01/2015	Intercollegiate festival- Planit - E
29/01/2015	SOSVA – The Do Good Programme
05/09/2014	Teacher's Day Celebration
15/03/2014	Independence Day Celebration
25 <sup>th</sup> – 26 <sup>th</sup> July 2014	Seminar on Nation Building
11/10/2014	Miss Education Contest
11/10/2014	St. Teresa's Feast Celebration
14/10/2014	Talk on Professional Ethics
7/01/ 2015	Talk on Human Rights
18/02/2015	Career Fair
27/02/2015	Field Visit (Nehru Science Centre, Discovery of India and Planetarium)
20/03/2015	Visit to Aasangao
30/09/2014	Talk on Value Education
2/10/2014	Celebrated Gandhi Jayanti
14/10/2014	Training sessions on ICT – SDE arranged by DLLE
	Sports Day
20/02/2015	Campus Interview
05/03/2015	Singing Competition
23/12/2014	Christmas celebration
24/01/2015	Annual Day cum convocation ceremony
	Best out of Waste competition
14/03/2015	Picnic
	Alumni Meet
2/02/2015 – 10/02/2015	Internship
11 Sessions in 1 <sup>st</sup> Semester	Yoga Course
30/1/2015	Udaan
20/03/2015	Rural Camp

## ANNEXURE –III

### HUMAN RESOURCE MANAGEMENT

Date / Duration	Session	Resource person
23/08/2014	Innovative Teaching Skills	Fr. Norbert Menezes, S.J.
30/08/2014	Workshop on Chart Making	Meghna Fernandes
4/09/2014	Workshop on Street Play	Alpham Salve
4/09/2014	Talk on Drug Addiction	Fr. Joe Pereira
5/09/2014	Workshop on Flower Making	Ms. Odelia
27/09/2014	Talk on Waste Management	Mr. Mahesh Kulkarni
30/09/2014	Talk on Management by Values	Fr. Glenford
1/10/2014	Talk on Gandhian Philosophy	Dr. Namita Nimbalkar
9/10/2014	Talk on First Aid	Ms Sharmila Londe
14/10/2014	Talk show on C.C.E	Dr. Giselle D'souza
17/10/2014	Talk on Learning Disability	Dr. Avinash D'souza
7/01/2015	Seminar on Human Rights	Sr. Mina Carvalho Sr. Agnes Ms. Anju Bubna
26/3/2015	Talk on how to select research Topic	Dr. Anil Sutar
26/3/2015	Talk on Role of teacher as a counsellor	Ms Shaileja Muley
27/03/2015	Talk on Personal Development	Fr. Patrick Dsouza
11/3/2015	Talk on Leadership	Fr. Steven
20/2/2015	Campus Interview	Representatives of schools
11/3/2015	Leadership	Mr. John K. John
26/3/2015	Talk on Guidance and Counselling	Ms. Shailaja Mulay
26/03/2015	Talk on Research Methodology	Dr. Anil Sutar
27/03/2015	Personality Development	Dr. Fr. Patrick D'Souza
27/03/2015	Sex and Family Life Education	Dr. Winifred D'Souza
07/04/2015	Talk on Online research	Dr. Cynthia Dcosta
08/04/2015	Workshop on Enhancing Teaching Learning using Web 2.0 Practical Experience	Dr. Sarika Sawant
18/04/2015	Talk on MOODLE	Dr. Mandhar Banushe
23/04/2015	Talk on Women Empowerment	Ms. Virginia Saldanha
11 Sessions in 1 <sup>st</sup> Semester	Yoga Course	Ambika Yogashram

# ANNEXURE –IV

## COMMITTEES FOR ORGANISING CURRICULAR AND CO-CURRICULAR ACTIVITIES

LOCAL MANAGING COMMITTEE	
<b>Chairperson</b>	<ul style="list-style-type: none"> <li>Sr. Wilma Mendes</li> </ul>
<b>Secretary</b>	<ul style="list-style-type: none"> <li>Dr. Sr. Lilian Rozario</li> </ul>
<b>Educationists</b>	<ul style="list-style-type: none"> <li>Dr. Ancy Jose</li> <li>Dr. Elaine Charles</li> <li>Ms. Vera Fernandes</li> </ul>
<b>Lawyer</b>	<ul style="list-style-type: none"> <li>Mr. Francis Athaide</li> </ul>
<b>Teaching Representatives</b>	<ul style="list-style-type: none"> <li>Dr. Giselle D'Souza</li> <li>Dr. Sr. Tanuja Waghmare</li> <li>Dr. Sheela Philip</li> </ul>
<b>Non teaching Representative</b>	<ul style="list-style-type: none"> <li>Ms. Sharmila Vaz</li> </ul>
IQAC	
<b>Chairperson</b>	<ul style="list-style-type: none"> <li>Dr. Sr. Lilian Rozario</li> </ul>
<b>Co-ordinator</b>	<ul style="list-style-type: none"> <li>Dr. Giselle D'Souza</li> </ul>
<b>Teaching Representatives</b>	<ul style="list-style-type: none"> <li>Dr. Sr. Tanuja Waghmare</li> <li>Dr. Sheela Philip</li> <li>Ms. Cindrella D'Mello</li> <li>Dr. Joan Lopes</li> <li>Ms. Sonia Nunes</li> </ul>
<b>Non teaching Representative</b>	<ul style="list-style-type: none"> <li>Ms. Colleen Fernandes</li> </ul>
ADMISSION COMMITTEE	
<b>Chairperson</b>	<ul style="list-style-type: none"> <li>Dr. Sr. Lilian Rozario</li> </ul>
<b>Teaching Representatives</b>	<ul style="list-style-type: none"> <li>Dr. Giselle D'Souza</li> <li>Dr. Joan Lopes</li> </ul>
<b>Non teaching Representative</b>	<ul style="list-style-type: none"> <li>Ms. Colleen Fernandes</li> </ul>
RESEARCH CELL	
<b>Convener</b>	<ul style="list-style-type: none"> <li>Dr. Sr. Lilian Rozario</li> </ul>
<b>Teachers-in-charge</b>	<ul style="list-style-type: none"> <li>Dr. Giselle D'Souza</li> </ul>

(Co-ordinator) <ul style="list-style-type: none"> <li>• Dr. Sr. Tanuja Waghmare (Action Research)</li> <li>• Dr. Sheela Philip (Seminars and Workshops)</li> </ul>
<b>ALUMNI COMMITTEE</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teachers-in-charge</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Tanuja Waghmare</li> <li>• Ms. Cindrella D'mello</li> <li>• Dr. Joan Lopes</li> </ul>
<b>GRIEVANCE REDRESSAL AND ANTI-RAGGING CELL</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teachers-in-charge</b> <ul style="list-style-type: none"> <li>• Ms. Cindrella D'Mello (Anti-Ragging)</li> <li>• Dr. Cerena D'cunha (Grievance Redressal)</li> </ul>
<b>INFRASTRUCTURE AND E-RESOURCES COMMITTEE</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teachers-in-charge</b> <ul style="list-style-type: none"> <li>• Dr. Sheela Philip and Ms. Sonia Nunes (Infrastructure and Maintenance)</li> <li>• Dr. Cerena D'Cunha and Ms. Reshma Rodrigues (ICT)</li> </ul>
<b>LIBRARY COMMITTEE</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teachers-in-charge</b> <ul style="list-style-type: none"> <li>• Dr. Sheela Philip</li> <li>• Dr. Joan Lopes</li> <li>• Ms. Shakuntala Nighot</li> <li>• Ms. Delicia Pinto</li> </ul>
<b>DISCIPLINE COMMITTEE</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teacher-in-charge</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Tanuja Waghmare</li> <li>• Ms. Roselle Aranha</li> </ul>
<b>PLACEMENT CELL</b>
<b>Convener</b> <ul style="list-style-type: none"> <li>• Dr. Sr. Lilian Rozario</li> </ul> <b>Teachers-in-charge</b> <ul style="list-style-type: none"> <li>• Dr. Giselle D'Souza</li> </ul>

<ul style="list-style-type: none"> <li>• Ms. Sonia Nunes</li> </ul>
<b>CURRICULAR ACTIVITIES COMMITTEE</b>
<b>Examination</b> Teacher-in-charge: ➤ Dr. Sr. Tanuja Waghmare
<b>Time Table</b> Teacher-in-charge: ➤ Ms. Cindrella D’Mello
<b>Practice Teaching</b> Teacher-in-charge: ➤ Dr. Joan Lopes
<b>Extension Education</b> Teacher-in-charge: ➤ Ms. Sonia Nunes
<b>Teaching Aids</b> Teacher-in-charge: ➤ Ms. Reshma Rodrigues
<b>CO-CURRICULAR ACTIVITIES COMMITTEE</b>
<b>Student Council</b> Teacher-in-charge: ➤ Dr. Sr. Tanuja Waghmare
<b>Women’s Development</b> Teacher-in-charge: ➤ Dr. Joan Lopes
<b>Guidance and Counselling</b> Teacher-in-charge: ➤ Ms. Sonia Nunes
<b>Social Service</b> Teacher-in-charge: ➤ Ms. Reshma Rodrigues
<b>Environment Club</b> Teacher-in-charge: ➤ Ms. Cindrella D’Mello
<b>Honours Programme</b> Teacher-in-charge: ➤ Dr. Sheela Philip
<b>Magazine</b> Teacher-in-charge: ➤ Dr. Cerena D’Cunha
<b>Health</b> Teacher-in-charge: ➤ Dr. Sheela Philip
<b>SUPW</b> Teacher-in-charge: 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](https://docs.google.com/forms/d/1V3Njljkt2e1nv4_0uCO-MCjuO0JXTWXCn15XjIxWF_k/viewform?usp=send_form)

#### Parents Feedback Form

[https://docs.google.com/forms/d/1cAshr4xfSHifGBg8iZB6XmBJml9NVGjMJ\\_7ODLg18vk/viewform?usp=send\\_form](https://docs.google.com/forms/d/1cAshr4xfSHifGBg8iZB6XmBJml9NVGjMJ_7ODLg18vk/viewform?usp=send_form)

#### Employer Satisfaction Form

[https://docs.google.com/forms/d/1SP1GZTlzL5VcAmwTI3\\_p3gkxwp1hmkWr\\_GkW7x6WlYw/viewform?usp=send\\_form](https://docs.google.com/forms/d/1SP1GZTlzL5VcAmwTI3_p3gkxwp1hmkWr_GkW7x6WlYw/viewform?usp=send_form)

#### Exit point Questionnaire for IQAC

[https://docs.google.com/forms/d/1V0518AacK\\_f78-CtACZd3uo9nrJY0\\_8CmEikMItYQYU/viewform?usp=send\\_form](https://docs.google.com/forms/d/1V0518AacK_f78-CtACZd3uo9nrJY0_8CmEikMItYQYU/viewform?usp=send_form)

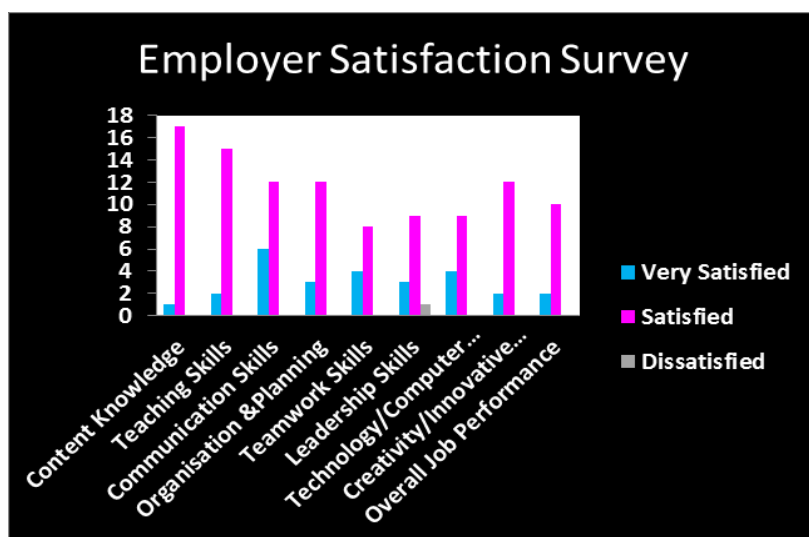
#### Library Feedback Form

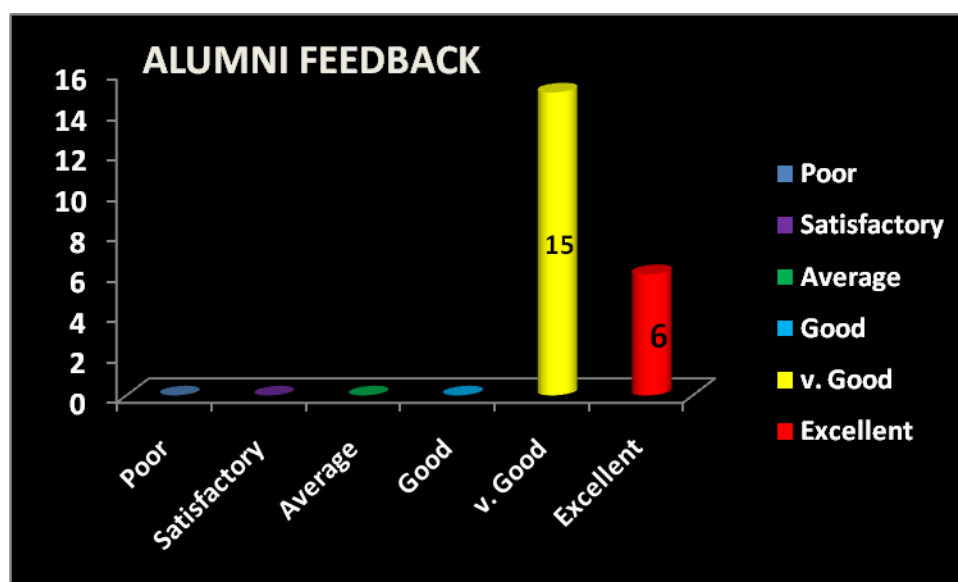
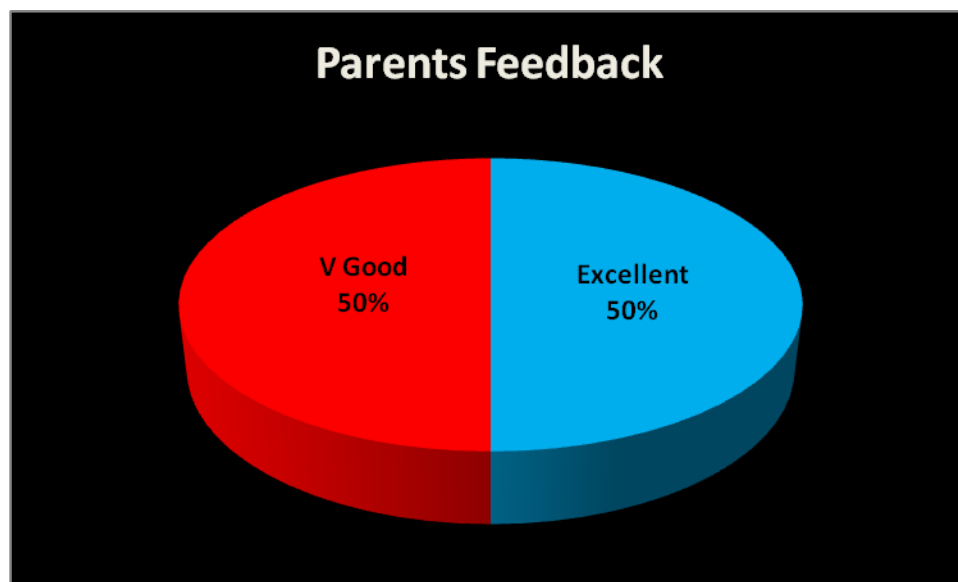
[https://docs.google.com/forms/d/1Bc8Ya9FVGa8qOxIayMuAplVxhnOFGbSu8IhT2eT1Wcc/viewform?usp=send\\_form](https://docs.google.com/forms/d/1Bc8Ya9FVGa8qOxIayMuAplVxhnOFGbSu8IhT2eT1Wcc/viewform?usp=send_form)

#### Teacher Assessment Questionnaire

[https://docs.google.com/forms/d/1\\_ot-dfDRIPrM1JDZdH9Rj3RxDs4VsxrnZoalyDJz9U/viewform?usp=send\\_form](https://docs.google.com/forms/d/1_ot-dfDRIPrM1JDZdH9Rj3RxDs4VsxrnZoalyDJz9U/viewform?usp=send_form)

### ANALYSIS OF FEEDBACK FROM STAKEHOLDERS





LINK FOR EXIT POINT QUESTIONNAIRE: 2014 – 2015 (responses)

[https://docs.google.com/forms/d/1V0518Aack\\_f78CtACZd3uo9nrJY0\\_8CmEikMltYQYU/viewanalytics](https://docs.google.com/forms/d/1V0518Aack_f78CtACZd3uo9nrJY0_8CmEikMltYQYU/viewanalytics)

## ANNEXURE VI

### SEMINARS/WORKSHOPS/CONFERENCES ATTENDED BY FACULTY 2014 - 15

THEME	ORGANISER	PAPER PRESENTED	DATES/S	ATTENDED/ ORGANISED
<b>NAME OF FACULTY: DR. GISELLE D'SOUZA</b>				
One Week Workshop on Capacity building in conducting Experimental Research in Education	Department of Education, University of Mumbai	-	29 <sup>th</sup> June-04 <sup>th</sup> July 2014	Attended
UGC sponsored National Seminar on Re-inventing Education for Nation building	St. Teresa's Institute of Education, Santacruz	A New learning Style-Let's Go Mobile	25 <sup>th</sup> -26 <sup>th</sup> July 2014	Attended
NHRC Sponsored Seminar on Human Rights	St. Teresa's Institute of Education	-	07 <sup>th</sup> January 2015	Attended
Seminar on ICT Transforming Education	Reading Association of India & Hansraj Jivandas College of Education	Renaissance Redefined: From Sage on the Stage to the New Digi-Age	23 <sup>rd</sup> April 2015	Attended
<b>NAME OF FACULTY: DR. SR.TANUJA WAGHMARE</b>				
ICSSR Workshop on Research	St. Teresa Institute of education	-----	15 <sup>th</sup> - 19 <sup>th</sup> July 2014	Attended
Reinventing Education for Nation Building	St. Teresa Institute of education	A Citadel of Values	25 <sup>th</sup> & 25 <sup>th</sup> July 2014	Attended
Innovative Practices in Teacher Education	Abhinav Education Society's College of Education	Creating Quality Administrators in the Light of TQM	11 <sup>th</sup> & 12 <sup>th</sup> October 2014	Attended
Empowering Teachers with Life Skills Education	Thakur Shyamnarayan College of Education and Research	-----	10 <sup>th</sup> & 11 <sup>th</sup> April 2015	Attended
<b>NAME OF FACULTY: DR.SHEELA PHILIP</b>				



Workshop on Research Methodology in Social Sciences	St Teresa's Institute of Education	-	July 15-19, 2014	Attended
Reinventing Education for Nation Building	St Teresa's Institute of Education	Citizenship Education as a life skill: A Comparative Study of Students and Teachers	July 25-26, 2014	Attended
NCTE Norms for Teacher Education Courses: Professor Poonam Batra Committee Report	Kapila Khandwala College of Education	-	July 30, 2014	Attended
Field Coordinators and Senior Teachers Meeting	Department of Lifelong Learning and Extension, University of Mumbai	-	November 15, 2014	Attended
Human Rights	National Human Rights Commission and St Teresa's Institute of Education	-	January 7, 2015	Attended
<b>NAME OF FACULTY: MS. CINDRELLA D'MELLO</b>				
Workshop on 'Research Methodology in Social Sciences'.	ICSSR- Western Regional Centre	-	July 2014	Attended
Re-inventing Education for Nation Building	St. Teresa Institute of Education, Santacruz	Role of School Climate in Citizenship Education	25-26 July 2014	Organized and Attended
NHRC sponsored Human Rights Seminar	St. Teresa Institute of Education, Santacruz	-	7 <sup>th</sup> Jan 2015	Organized and Attended
<b>NAME OF FACULTY: DR. CERENA D'CUNHA</b>				
Re-inventing Education for Nation Building	St. Teresa Institute of Education, Santacruz	YES	25-26 July 2014	Attended
<b>NAME OF FACULTY: MS. SONIA NUNES</b>				

Research Methodology Course	St.Teresa's Institute of Education	-	15th-19th July 2014	Attended
Reinventing Education FOR Nation Building	St. Teresa's Institute of Education	Inclusion-A Step towards Nation Building	25th-26th July 2014	Attended
Human Rights	St.Teresa's Institute of Education, Santacruz	-	07th Jan2015	Attended
<b>NAME OF FACULTY: DR. JOAN LOPES</b>				
Research Methodology	St. Teresa's Institute of Education	-	15th-19th July 2014	Organised & Attended
Reinventing Education for Nation Building	St.Teresa's Institute of Education	Role of Teachers in Strengthening Value Education	25th-26th July 2014	Attended
Human Rights	St.Teresa's Institute of Education, Santacruz	-	07th Jan2015	Attended
Contemporary Issues related to Business, Trade and Commerce, Management, Engineering and Information Technology	St .Joseph College of Arts & Commerce, Vasai	The New Age of Classrooms	28th-29th March 2015	Attended
<b>NAME OF FACULTY: MS. RESHMA RODRIGUES</b>				
Research Methodology in Social Sciences	St. Teresa's Institute of Education	-	15th-19th July 2014	Attended
Reinventing Education for Nation Building	St. Teresa's Institute of Education	Teacher – Agent towards Nation building	25th /26th July, 2014	Attended
Human Rights	St. Teresa's Institute of Education	-	07th January 2015	Attended
<b>NAME OF FACULTY: MRS. SHAKUNTALA NIGHOT (LIBRARIAN)</b>				
Re-inventing Education for Nation Building	St.Teresa's Institute of Education, Santacruz	'Electronic Resource sharing through Consortia: Nlist Experience	25th-26th July 2014	Attended
Reshaping the Academic Libraries: Trends and Issues (REALITI – 2014)	J. M. Patel College of Commerce	'Inf. Literacy Program for B. Ed. Students: Development and Implementation'	12 <sup>th</sup> September 2014	Attended

## ANNEXURE VII

### LIBRARY SERVICES

	<b>31.3.14</b> <b>No of Doc. Value</b>		<b>1.4.14-31.3.15</b> <b>No of Doc. Value added in Rs.</b>		<b>Total</b> <b>No of Doc. Value in Rs.</b>	
<b>School Text Books</b>	1916	-	-	-	1916	-
<b>B. Ed. books and Reference Books</b>	9058	-	43	11,701	9144	-
<b>E-books (Access of Through NLIST)</b>	97000+	5000/ Year since 2011	97000+	5000	97000+	Total Rs. 20,000 (From June 2011)
<b>E-Journals (Access of Through N-list)</b>	6000+		6000+		6000+	
<b>Periodicals Titles (Total= (Subscribed Free)</b>	9+7=16	5200	24+7=31	9370	31	NA
<b>Digital Database</b>	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	
<b>Excel Databases</b>	Total 6	NA	Entries are added every year for current issues		Total 6	NA
	1.Article Database				1.Article Database	
	1.Action Research catalogue				1.Action Research catalogue	
	1.CAI catalogue				1.CAI catalogue	
	1.Ed. Eval. Project catalogue				1.Ed. Eval. Project catalogue	
	1.Journal Catalogue				1.Journal Catalogue	
	1.Bound Volume Catalogue				1. Bound Volume catalogue	
<b>AV Material: CD &amp; VCD's</b>	182	-	39	-	221	-
<b>CAI CDs</b>	Eng: 221	NA	265	NA	Eng: 322	NA

	His: 202				His: 251	
	Maths: 156				Maths: 236	
	Science 149				Science 184	
	Total: 728				Total: 993	
<b>Action Research</b>	373	NA	102	NA	475	NA
<b>Evaluation Projects</b>	History-29 English-9 Science-15 Maths-21 Total: 74	NA	Total: 74	NA	History-29	NA
					English-9	
					Science-15	
					Maths-24	
					Total: 77	
<b>Question Papers of</b>  <b>1)University Exams</b> <b>2)College Exams</b>  <b>for all B. Ed.</b> <b>Subjects</b>	April 2007- Dec 2014 In Print Form	NA	Yearly New Question papers are added  ----- Soft copies of all University Question Papers are made Since the year 2010	NA	April 2007- May 2015 In Print Form	NA
					April 2010- May 2014- Soft Form	

# ANNEXURE VIII

## THE HONOURS PROGRAMME

Roll No	(2014-2015) Names	Soft Skills Enhancement								Community outreach & network				Certificate program	Intercollegiat e festivals	e Train unicat ion	Professional skills				Total	Rounding	Grade				
		Management by Values	SOSVA	Retreat	Book Review	Personality Development	Leadership	G & Counselling	Sex education	Excursions	First aid	Water harvesting waste	DLLE	Community service	Human rights	Yoga	Udyan	Eco-fest	SWUP	Workshop				CCE	Learning disabilities	online	Research
1	Afreen Hazrat Jamal	1	1	1	2	1	1	0	1	1	1	1	0	1	1	1	0	1	1.5	1	1	1	1	1	20.5	21	A
2	Almeida Sharon	0	1	0	0	0	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	1	10	10	E
3	Alphonso Areena	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	22	22	A
4	Andrades Swati	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	20	20	A
5	Aranjo Merlyn	0	1	1	2	1	1	1	1	1	1	1	1	1	0	0	1	1	2	1	1	1	1	1	22	22	A
6	Ashtikar Nawwal	1	1	0	2	1	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	22	22	A
7	Ayyappan Akhila	1	1	1	1.5	1	1	1	1	1	1	1	1	1	1	1	0	0	2	1	1	1	1	1	22.5	23	A
8	Chatterjee Nikita	1	1	0	2	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	0	1	14	14	P
9	Chittilappilly Annalis	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	0	1	2	1	1	1	1	1	24	24	A
10	Coelho Donna	1	1	1	1.5	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	21.5	22	A
11	Colaco Snehal	0	1	0	1.5	1	1	1	1	0	1	1	1	1	1	1	0	1	1.5	1	1	1	1	1	19	19	B
12	Correa Yvette	0	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	1	2	0	0	1	1	1	19	19	B
13	Corto Asha	1	1	1	1.5	1	1	0	1	1	1	1	1	1	1	1	0	0	2	1	1	1	1	1	19.5	20	A
14	Dabre Sara	1	1	0	2	1	1	1	1	1	1	1	1	1	1	0	1	0	2	1	1	1	1	1	22	22	A
15	D'cunha Judeeka	1	1	1	2	1	1	1	0	1	1	1	1	1	1	0	0	2	1	1	1	0	0	0	20	20	A
16	Dcunha Steffy	0	0	0	1.5	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	16.5	17	B
17	Dhalkar Pramila	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	20	20	A
18	Dmello Diana	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	20.5	21	A
19	Dsilva Fleur	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	0	1	2	1	1	1	1	1	24	24	A
20	D'silva Nikita	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	20.5	21	A
21	D'silva Steffie	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	1	0	0	2	1	0	1	1	1	19.5	20	A
22	D'souza Anna	1	1	0	1.5	0	1	0	0	1	1	1	1	1	1	0	0	1.5	1	1	1	1	1	1	16	16	B
23	D'souza Cassandra	1	1	0	2	1	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	22	22	A
24	D'souza Madonna	0	1	0	1.5	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	16.5	17	B
25	D'souza Renita	0	0	0	2	1	1	1	1	1	1	1	1	1	1	0	0	1.5	1	1	0	0	1	1	17.5	18	B
26	D'souza Sancia	1	1	0	1.5	1	1	1	0	0	1	1	1	1	1	0	0	2	1	1	1	1	1	1	20.5	21	A
27	D'souza Steffi	1	0	0	1.5	0	1	0	0	1	1	1	1	1	1	0	0	1.5	1	1	1	1	1	1	14	14	P
28	Faras Shiny	1	1	0	1.5	1	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	20.5	21	A
29	Ferreira Ruchita	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	20.5	21	A
30	Fernandes Anifa	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	22	22	A
31	Fernandes Dalreen	0	0	0	1.5	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	19.5	20	A
32	Fernandes Suzan	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	0	0	2	1	1	1	1	1	22	22	A
33	Fernandes Yelsi	1	0	1	0.5	1	1	0	1	1	1	1	1	1	1	1	0	0	1.5	1	0	1	1	1	16	16	B
34	Gangurde Vinita	1	1	0	1.5	1	1	1	1	1	1	0	1	1	1	0	0	0	2	1	1	1	1	1	19.5	20	A
35	Ghare Juveria	1	1	0	2	1	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	22	22	A
36	Gloria Dilva Kerketta	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	2	1	1	1	1	20	20	A
37	Gonsalves Pratiksha	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	1	1	2	1	1	1	1	1	22	22	A
38	Gonsalves Sheron	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	2	1	0	1	1	1	1	22	22	A
39	Gracias Jovina	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	20	20	A
40	Hanza George	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	0	1	1	1	21	21	A
41	Jack Cynthia	1	1	0	1.5	1	1	1	1	1	1	1	1	1	1	1	0	1	2	1	1	1	1	1	21.5	22	A
42	Jashwal Vaishali	1	1	0	2	1	0	1	1	1	0	1	1	1	1	0	1	1	2	1	1	1	1	1	21	21	A
43	Kaimathuruthil Alish	0	0	0	1.5	1	1	1	1	1	0	1	1	1	1	0	0	0	2	1	1	1	1	1	17.5	18	B
44	Kasbe Pratibha	0	1	0	1.5	1	1	1	1	1	1	0	1	1	1	0	0	0	2	0	1	1	1	1	17.5	18	B
45	Kerketta Teresita	1	1	1	1.5	1	1	0	1	1	1	1	1	1	1	0	0	0	2	0	1	1	1	1	18.5	19	B
46	Khan Nahid	0	1	0	2	1	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	1	1	1	19	19	B
47	Korath Sonia	1	1	0	1	0	1	0	0	1	0	0	1	1	1	0	0	0	1.5	1	1	1	1	1	13.5	14	P
48	Kujur Sarla Devi	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	2	1	1	1	1	1	20	20	A
49	Kulkarni Yogita	0	1	0	1.5	1	1	1	1	0	1	1	1	1	1	0	0	0	2	1	1	1	1	1	17.5	18	B
50	Kuruvila Ruby	0	0	0	2	1	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	19	19	B
51	Lobo Lizann	1	1	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	21	21	A
52	Lopes Briliana	1	1	1	1.5	1	1	1	1	1	1	1	1	1	1	1	0	0	2	1	1	1	1	1	21.5	22	A
53	Macwan Sharvin	1	1	0	2	0	1	1	1	1	1	1	1	1	1	1	0	1	2	1	1	1	1	1	21	21	A
54	Mahajan Shruti	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	19	19	B
55	Manorkar Melinda	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	2	1	1	1	1	1	20	20	A
56	Marchon Marina	1	1	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	21	21	A
57	Martins Priyanka	1	1	0	1.5	0	1	1	1	0	1	1	1	1	1	0	0	1	2	1	1	1	1	1	19.5	20	A
58	Menezes Batiy	1	1	1	1.5	1	1	0	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	19.5	20	A
59	Michael Golda	0	0	0	2	1	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	1	1	1	17	17	B
60	Misquitta Rechal	1	1	0	1	1	1	1	1	1	1	1	1	1													

## **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 effectiveness of 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 of importance. 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 of environment, 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 Honours Programme 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° online 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 an non-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 Honours Programme is 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 Honours Programme are drawn up to be well-aligned with the institution's core values. Thus, we are justified in saying that the Honours Programme 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 Honours Programme. It was to be monitored on the basis of credits assigned to the different dimensions of the Honours Programme. The certification at the end of the programme revealed the grade obtained by a student.

The Honours Programme has elevated the institutional presence of STIE in the eyes of its stakeholders. The positive 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-after exposure 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 interdisciplinary 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 other members 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. This need initiates and sustains communication channels and teacher exchanges at several other 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 Honours Programme 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:**

<b>Name of the Principal</b>	Dr. Sr. Lilian Rozario
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## **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 of S.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 16<sup>th</sup> and 17<sup>th</sup> 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 360° turn 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 achieve the 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 thinking during 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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