

SSR No. : 09661

STIE

SELF - STUDY REPORT FOR
RE-ACCREDITATION BY NAAC

NAAC-RAR

ST. TERESA’S INSTITUTE OF EDUCATION

S. V. Road, Santacruz (W), Mumbai - 400 054, Maharashtra.

Dec.
2009

DECEMBER 2009

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Part 1: Institutional Data

A. Profile of the college

1. Name and address of the institution: St Teresa's Institute of Education,
S.V. Road, Santa Cruz (West)
Mumbai -400 054.
2. Website URL: <http://www.stied.org.in>
3. For communication: St. Teresa's Institute of Education,
S.V. Road, Santa Cruz (West)
Mumbai- 400 054.

Office:

Name	Telephone Number	Fax No.	E-mail address
Principal (Dr. Sr. Lilian R)	022-26490252 022-32660252	022-26490252	lilr51@yahoo.com stie73@gmail.com
Vice Principal	NA	NA	NA
Self appraisal coordinator (Ms Roselle Aranha)	022-26490252	022-26490252	rosellearanha@gmail.com

Residence: St Teresa's Institute of Education,
S.V. Road, Santa Cruz (West),
Mumbai- 400 054.

Name	Telephone Number	Mobile Number
Principal Dr. Sr. Lilian Rozario	022-26490252	9869662565
Vice Principal	NA	NA
Self appraisal coordinator Ms Roselle Aranha	022-26490252	9819057750

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐
Any other (specify and indicate) ☐

5. Campus area in acres: 2.19 acres

6. Is it a recognized minority institution? Yes ☒ No ☐

7. Date of establishment of the institution:
Month & Year

MM	YYYY
June	1973

8. University/Board to which the institution is affiliated:

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
November	1987

Month & Year

12B

MM	YYYY
November	1987

10. Type of Institution

a. By funding

- i. Government
- ii. Grant-in-aid ☒
- iii. Constituent
- iv. Self-financed
- v. Any other (specify and indicate)

b. By Gender

- i. Only for Men
- ii. Only for Women ☒
- iii. Co-education

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College ☒
- v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes ☒

No ☐

If yes, has the institution applied for autonomy?

Yes ☐

No ☒

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i	Pre-primary	NIL	NA	Certificate	NA	NA
				Diploma		
				Degree		
ii	Primary / Elementary	Diploma in Education	H.S.C	Diploma	2 years	English
iii	Secondary / Sr. secondary	Bachelor of Education	Graduation	Degree	1 year	English
iv	Post Graduate	NIL	NA	Diploma	NA	NA
				Degree		
v	Other (specify)	NIL	NA	Certificate	NA	NA
				Diploma		
				Degree		

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	_____ Not applicable _____			
Primary / Elementary	Diploma In Education	WRC/5-6/92(Ext.)/2006 /C-14065 dated 13.04.07	–	50
Secondary / Sr.Secondary	Bachelor of Education	WRC/5-6/2k/10886 dated 11.12.2000	–	100
Post Graduate	_____ Not applicable _____			
Other (specify)	_____ Not applicable _____			

B. Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

- a) How many programmes?

2

- b) Fee charged per programme

3000

3. Are there programmes with semester system

No

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✓	No	
-----	---	----	--

If yes, how many faculty are on the various curriculum development/vision committees/ boards of universities/regulating authority.

5

5. Number of methods/elective options (programme wise)

D.Ed.

No electives

B.Ed.

4 methods 6 special fields

M.Ed. (Full Time)

NA

M.Ed. (Part Time)

NA

Any other (specify and indicate)

6. Are there Programmes offered in modular form?

Yes		No	✓
-----	--	----	---

Number	NA
--------	----

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Number	NA
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	NA
--------	----

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

- Academic peers

Yes	✓	No	
-----	---	----	--

- Alumni

Yes	✓	No	
-----	---	----	--

- Students

Yes	✓	No	
-----	---	----	--

- Employers

Yes	✓	No	
-----	---	----	--

10. How long does it take for the institution to introduce a new programme within the existing system?

1 – 2 months

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	✓	No	
-----	---	----	--

Number	1(D.Ed.)
--------	----------

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	
-----	---	----	--

Number	1(B.Ed.)
--------	----------

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	✓	No	
-----	---	----	--

14. Does the institution encourage the faculty to prepare course outlines?

Yes	✓	No	
-----	---	----	--

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- | | | |
|--|-------------------------------------|-------------------------------------|
| a) Through an entrance test developed by the institution | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b) Common entrance test conducted by the University / Government | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> | <input type="checkbox"/> |

(The weightages are 50% for the CET and 50% for merit at the qualifying exam)

Furnish the following information (for the previous academic year):

- | | |
|---|---------------------------------------|
| a) Date of start of the academic year | <input type="text" value="02.07.08"/> |
| b) Date of last admission | <input type="text" value="28.07.08"/> |
| c) Date of closing of the academic year | <input type="text" value="15.05.08"/> |
| d) Total teaching days | <input type="text" value="195"/> |
| e) Total working days | <input type="text" value="210"/> |

3. Total number of students admitted

Programme	Number of students			Reserved (<i>Christian minority students</i>)			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	NA	50	50	NA	26	26	NA	24	24
B.Ed.	NA	100	100	NA	50	50	NA	50	50
M.Ed. (<i>Full Time</i>)	Not Applicable								
M.Ed. (<i>Part Time</i>)	Not Applicable								

(The Institution admits only women students)

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

NA

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

9853

b) Unit cost including salary component

47578

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2008 - 09)

Programmes	Open		Reserved (Minority)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	68.83	51.67	75	50.17
B.Ed.	77.13	41.29	77.71	37
M.Ed. (Full Time)	_____ Not Applicable _____			
M.Ed. (Part Time)	_____ Not Applicable _____			

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes	✓	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	✓	No	
-----	---	----	--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	50%	25%	25%
B.Ed.	50%	25%	25%
M.Ed. (Full Time)	_____ Not Applicable _____		
M.Ed. (Part Time)	_____ Not Applicable _____		

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

25

b) Minimum number of pre-practice
teaching lessons given by each
student

04	Micro lessons
04	Stimulated lessons
01	Bridge lesson

11. Practice Teaching at School

a) Number of schools identified for practice teaching

3 5

b) Total number of practice teaching days

3 0

c) Minimum number of practice teaching
lessons given by each student

2 0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons
in simulation

04

No. of Lessons Pre-practice
teaching (Micro teaching)

04

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	50 %	50 %
B.Ed.	50 %	50 %
M.Ed. (Full Time)	_____Not Applicable _____	
M.Ed. (Part Time)	_____Not Applicable _____	

16. Examinations

- a) Number of sessional tests held for each paper

0	3
---	---
- b) Number of assignments for each paper

0	3
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	NIL	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	1(B.Ed.)
--------	----------

19. Does the institution offer computer science as a subject?

Yes	✓	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulsory

--

Optional

✓

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	01
Percentage	8.33%

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
_____ Not Applicable _____			

3. Number of completed research projects during last three years.

TWO	(submitted, viva pending)
-----	----------------------------

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and ✕ for negative response)

- Teachers are given study leave ☒
- Teachers are provided with seed money ☐
- Adjustment in teaching schedule ☒
- Providing secretarial support and other facilities ☐
- Any other specify and indicate (Award of FIP) ☒

5. Does the institution provide financial support to research scholars?

Yes		No	✓
-----	--	----	---

6. Number of research degrees awarded during the last 5 years.

- a. Ph.D.
- b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes	✓	No	
-----	---	----	--

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals		✓	NIL
National journals – referred papers Non referred papers		✓	NIL
Academic articles in reputed magazines/news papers	✓		3
Books		✓	NIL
Any other (specify and indicate) Research Proceedings		✓	NIL

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	✓
-----	--	----	---

Number	N.A
--------	-----

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Student
National seminars	33	NIL
International seminars	NIL	NIL
Any other academic forum	5	NIL

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate) (SUPW Journals)	✓

12. Does the institution have a designated person for extension activities?

Yes	✓	No	
-----	---	----	--

IF yes, indicate the nature of the post.

Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>	Additional charge	<input checked="" type="checkbox"/>
-----------	--------------------------	-----------	--------------------------	-------------------	-------------------------------------

13. Are there NSS and NCC programmes in the institution?

Yes		No	✓
-----	--	----	---

14. Are there any other outreach programmes provided by the institution?

Yes	✓	No	
-----	---	----	--

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus (figures for last three years)

Number	NGO's
03	HEAT, U.K.
01	Ambika Yogashram
03	Campus Interview
01	Education Intl. Canada
01	UNESCO
02	REAP

16. Does the institution provide consultancy services?

Yes		No	✓
-----	--	----	---

In case of paid consultancy what is the net amount generated during last three years.

NIL

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) 1497.81 sq. mts

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

22

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

64852.00

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

64852.00

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

37000.00

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

322952.00

8. Has the institution developed computer-aided learning packages?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

9. Total number of posts sanctioned. Open Reserved

	M	F	M	F
Teaching	–	10 + 1 + 1	–	–
Non - Teaching	3	5	–	–

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
–	–	–	–
1	–	–	–

11. a. Number of regular and permanent teachers

(Gender-wise)

Open

Reserved

Lecturers

Readers

Professors

M	F	M	F
–	9+1+1	–	–
M	F	M	F
–	–	–	–
M	F	M	F
–	–	–	–

b. Number of temporary/ad-hoc/part-time teachers

(Gender-wise)

Open

Reserved

Lecturers

Readers

Professors

M	F	M	F
–	1	–	–
M	F	M	F
–	–	–	–
M	F	M	F
–	–	–	–

c. Number of teachers from

Same state

Other states

12
NIL

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1 : 10
B.Ed.	1 : 10
M.Ed. (Full Time)	NA
M.Ed. (Part Time)	NA

13. a. Non-teaching staff

Open Reserved

i) Office Staff

	M	F	M	F
Permanent	–	3	–	–
Temporary	–	–	–	–

ii) Support Staff

	M	F	M	F
Permanent	2	1	–	–
Temporary	1	–	–	–

c) Technical Assistants

	M	F	M	F
Permanent	–	1	–	–
Temporary	–	–	–	–

14. Ratio of Teaching – non-teaching staff

12:8

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

79.04%

16. Is there an advisory committee for the library?

Yes	✓	No	
-----	---	----	--

17. Working hours of the Library

On working days

7 hrs.

On holidays

closed

During examinations

7 hours

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books

9547

– Textbooks

4421

– Reference books

604

b. Magazines

3

e. Journals subscribed	
– Indian journals	37
– Foreign journals	1
f. Peer reviewed journals	1
g. Back volumes of journals	500
h. E-information resources	
– Online journals/e-journals	10
– CDs/ DVDs	515
– Databases	–
– Video Cassettes	11
– Audio Cassettes	153

20. Mention the

Total carpet area of the Library (in sq. mts.)	222.75 sq mts
Seating capacity of the Reading room	60

21. Status of automation of Library

Yet to automate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services / facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>

Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate) (<i>Media Centre</i>)	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="30"/>
Maximum number of days books are permitted to be retained	
by students <input type="text" value="7 days"/>	by faculty <input type="text" value="30 days"/>
Maximum number of books permitted for issue	
for students <input type="text" value="2"/>	for faculty <input type="text" value="15"/>
Average number of users who visited/consulted per month	<input type="text" value="55"/>
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text" value="103:1"/>

25. What is the percentage of library budget in relation to total budget of the institution

<input type="text" value="1.91%"/>

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2006-2007)		II (2007-2008)		III (2008-2009)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	348	83,061	195	30,587	144	15,964
Other books	948	35,958	84	29,096	297	66,053
Journals/ Periodicals	15	6098	3	1,880	1	1,750
Any others specify and indicate_____ Not Applicable _____						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 2006 - 07	Year 2007 - 08	Year 2008 - 09
D.Ed.	–	2	–
B.Ed.	2	2	2
M.Ed. (Full Time)	_____ Not Applicable _____		
M.Ed. (Part Time)	_____ Not Applicable _____		

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor?

10

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I (2006-07)	II (2007-08)	III (2008-09)	I	II	III	I	II	III
Pass percentage	96	98	97	__Not Applicable__					
Number of first classes	21	21	18	__Not Applicable__					
Number of distinctions	1	NIL	1	__Not Applicable__					
Exemplary performances (Gold Medal and university ranks)	NIL	NIL	3 rd rank in the Uni.	__Not Applicable__					

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2006 - 07	2007 - 08	2008 - 09
NET	-	1	-
SLET / SET	-	-	-

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I(06-07)	II(07-08)	III(08-09)
Merit Scholarship	-	-	-
Merit-cum-means scholarship (SC/ST/OBC/NT)	14	0	11
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

8. Is there a Health Centre available in the campus of the institution?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

9. Does the institution provide Residential accommodation for:

Faculty

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Non-teaching staff

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

10. Does the institution provide Hostel facility for its students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, number of students residing in hostels

Men

NA

Women

NA

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	✓	NIL	✓	-	2
Inter-university	-	✓	NIL	-	✓	NIL
National	-	✓	NIL	-	✓	NIL
Any other (specify and indicate)	-	✓	NIL	-	✓	NIL

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	NIL	NIL
Regional	NIL	NIL
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2003

19. Does the institution have a Student Association/Council?

Yes	✓	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine?

Yes		No	✓
-----	--	----	---

21. Does the institution publish its updated prospectus annually?

Yes	✓	No	
-----	---	----	--

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2006 -07 (%)	2007 -08 (%)	2008 -09 (%)
Higher studies	21	19	05
Employment (Total)	90	92	90
Teaching	88	90	88
Non teaching	2	2	2

23. Is there a placement cell in the institution?

Yes	✓	No	
-----	---	----	--

If yes, how many students were employed through placement cell during the past three years.

2006-07	2007-08	2008-09
52	60	65

24. Does the institution provide the following guidance and counselling services to students?

	Yes	No
Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	✓	No	
-----	---	----	--

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	02
Staff council	24
IQAC/or any other similar body/committee	05
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes		No	✓
-----	--	----	---

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes		No	✓
-----	--	----	---

4. Number of career development programmes made available for non-teaching staff during the last three years

0	0	2
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/ NCTE or any other recognized organisation

2

- b. Number of teachers who were sponsored for professional development programmes by the institution

National

N	I	L
---	---	---

International

N	I	L
---	---	---

- c. Number of faculty development programmes organized by the Institution:

0	0	1
---	---	---

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

0	1	5
---	---	---

- e. Research development programmes attended by the faculty

	0	2
--	---	---

- f. Invited/endowment lectures at the institution

–	1	4
---	---	---

Any other area (specify the programme and indicate)

–	–	–
---	---	---

6. How does the institution monitor the performance of the teaching and non-teaching staff?

- a. Self-appraisal

Yes	✓	No	
-----	---	----	--

- b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

- d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

- e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

1-2 hrs

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

3832189.00

Fees

1152400.00

Donation

NIL

Self-funded courses

NIL

Any other (specify and indicate)

406036.00

(loan from St Teresa's Society)

9. Expenditure statement (for last two years)	Year 1	Year 2
Total sanctioned Budget	2007-08	2008-09
% spent on the salary of faculty	60.5%	61.5%
% spent on the salary of non-teaching employees	28.0%	29.0%
% spent on books and journals	2.4%	1.6%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	2.2%	2.2%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.1%	2.8%
% spent on maintenance of equipment, teaching aids, contingency etc.	1.2%	1.3%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.3%	1.5%
% spent on travel	0.3%	0.1%
Any other (specify and indicate)	-	-
Total expenditure incurred	100%	100%

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
<input type="text" value="-"/>	<input type="text" value="Rs. 219736.00"/>
<input type="text" value="-"/>	<input type="text" value="Rs. 262536.00"/>
<input type="text" value="-"/>	<input type="text" value="Rs. 406036.00"/>

11. Is there an internal financial audit mechanism?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

12. Is there an external financial audit mechanism?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes		No	✓
Aptitude Testing	Yes		No	✓
Examinations/Evaluation	Yes	✓	No	
Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes		No	✓

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	✓	No	
-----	---	----	--

15. Does the institution have an in-built mechanism to check the work efficiency of the non-teaching staff?

Yes	✓	No	
-----	---	----	--

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	✓	No	
-----	---	----	--

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes	✓	No	
-----	---	----	--

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers	✓
b) for students	✓
c) for non - teaching staff	✓

19. Are there any ongoing legal disputes pertaining to the institution?

Yes		No	✓
-----	--	----	---

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	✓	No	
-----	---	----	--

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes	✓	No	
-----	---	----	--

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms ?

Yes	✓	No	
-----	---	----	--

2. Do students participate in the Quality Enhancement of the Institution?

Yes	✓	No	
-----	---	----	--

3. What is the percentage of the following student categories in the institution?

	Category	Women	
		2007 - 08	2008 - 09
a	SC	5.10%	6.12%
b	ST	NIL	1
c	OBC	4.08%	3.06%
d	Physically challenged	NIL	NIL
e	General Category	90.82%	87.75%
f	Rural	NIL	NIL
g	Urban	98%	98%
h	Any other (specify) NT3 /NTD	NIL	NIL

4. What is the percentage of the staff in the following category ?

Category	Teaching Staff	%	Non-teaching Staff	%
a SC	NIL	0%	NIL	0%
b ST	NIL	0%	NIL	0%
c OBC	NIL	0%	1	12.5%
d Women	12	100%	5	62.5%
e Physically challenged	NIL	0%	NIL	0%
f General Category	12	100%	6	75%
g Any other (specify) (NT3 /NTD)	NIL	0%	1	12.5%

4. What is the percentage incremental academic growth of the students for the last two batches?
Average academic percentage of students for the last two batches.

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	34.54	44.29	31.78	52.7
ST	63.48	48.73	53.4	47.3
OBC	45.11	55.76	41.61	51.63
Physically challenged	–	–	–	–
General Category	46.41	43.73	43.05	41.14
Rural	46.27	43.21	42.57	40.18
Urban	46.62	11.15	43.14	41.17
Any other (specify)	–	–	–	–

Incremental academic growth for 2007-08.

	2007-08		Incremental %
General	Urban	23 out of 66	34.85
	Rural	5 out of 23	21.74
OBC	Urban	0 out of 4	–
	Rural	1 out of 2	50
SC	Urban	1 out of 2	50
	Rural	0 out of 2	–
ST	Urban	0 out of 1	–
	Rural	nil	–

Incremental academic growth for 2008- 09.

	2008-09		Incremental %
General	Urban	14 out of 80	17.50
	Rural	2 out of 12	16.67
OBC	Urban	0 out of 2	–
	Rural	nil	–
SC	Urban	1 out of 2	50
	Rural	nil	–
ST	Urban	1 out of 2	50
	Rural	nil	–

Part 2: Evaluative Report

A. Executive Summary

St. Teresa's Institute of Education was established in the year 1973 by the Sisters of the Carmelite Congregation of Religious. It is a Christian minority aided college and the **only women's teacher education college affiliated to the University of Mumbai.**

St. Teresa's Institute of Education is regarded as a prestigious college known for its high quality standards by academicians in Mumbai and beyond. For over three decades now, the college has been rendering yeoman service to the cause of teacher education diligently working towards the lofty ideals of creating teachers who are competent and compassionate. The focus is on conscientious sensitization of student teachers to their call to be artisans who will fashion the future of society. Students from St. Teresa's have been welcomed by prominent schools both in India and abroad and have served in the capacity of teachers, principals and supervisors.

The College shares a good rapport with schools in the city especially those affiliated to the Archdiocesan Board of Education. Many of these schools offer themselves as practice teaching schools. Due to the delayed centralized admission procedure the College does find it difficult to coordinate its practice teaching schedule with the schools. But these challenges are overcome through foresight and careful planning.

The Bachelor of Education course offered by the College is a one year course. The syllabus is prescribed by the University. The College does its best to provide comprehensive educational experiences to the students through the **Contextualized Operational Curriculum** and the **Honours Programme**. The endeavor is to help students develop a holistic perspective of the world they live in and also to discover their latent potential and unique capabilities.

The teaching-learning and evaluation at STIE is continuously upgraded to embrace student diversity and maximize student participation. **Synergy with technology** makes learning experiences more interactive and effective. The **evaluation is formative** as well as summative with dedicated efforts put in by the faculty to transform the students into enlightened and empowered teachers who could contribute to the development of the nation.

The Institution is dedicated to the cause of research in education. Faculty members are working on their doctoral studies. Students take up individual action research projects each year under the guidance of the faculty. The faculty also engage in **consultancy and extension** work. The college is associated with the Department of Adult and Continuing Education at the University of Mumbai. Seminars and Workshops for members of the local teaching community are often organized by the college as it continues to strive towards excellence in education.

The Infrastructure has been augmented to provide the students with an **optimal learning environment**. The library has a well-maintained collection of books on diverse subjects along with digital media resources. The Classrooms are equipped with LCD projectors. The College also has a mini gymnasium for the benefit of the students.

Student Support is emphasized through a host of curricular and co curricular activities designed to give each student an opportunity for creative self-expression. The **tutor-ward system** helps in student mentoring. The staff-students ratio is 1:10. The College organizes campus interviews for the students. A filial atmosphere prevails in the College. Students form happy memories of their time spent at STIE.

The **Vision** of the Institution is to spread-**Sensitive, Tolerant, Innovative Education**. The sisters of the CCR Congregation manage the Institution. There is an LMC that looks into the overall functioning of the College. A number of cells and committees are formed to oversee the numerous daily activities. These committees have student representation to ensure redressal of their grievances and co-operation.

Innovation and Creativity are distinctive features of STIE. The IQAC cell is dedicated to quality assurance. Various institutional processes are evaluated, reflected upon and improved upon in pursuit of higher standards of excellence.

In summary, the educational Programme provided to the students at STIE is geared towards **Empancipation and Empowerment**. Students develop a strong value system and are conscious of their duty towards the country and the world. Together we create the world we choose to live in. It is hoped that the efforts of the management, the staff and the students will contribute to fulfilling Tagore's vision of a new India so beautifully described in the following verse from the Gitanjali:

*Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action,
Into that heaven of freedom, my Father, let my country awake*

To this end is this re-accreditation enterprise dedicated.

B. Criterion-wise Analysis

CRITERION 1 : CURRICULAR ASPECTS



Calligraphy- Honours Programme



Christmas Celebration



Communication Workshop by Fr. Alban



Community Outreach



Community Service



Diwali Celebration



HEAT, UK- Seminar on Inclusive Education



Soft toys, SUPW



Tie & Dye, SUPW



Warli painting, SUPW



Yoga classes

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives of the Institution

- To provide professional training that would make teacher-trainees self-reliant.
 - To identify and channelize the latent potential in students to enhance their self-worth.
 - To nurture education of the head, heart and hand.
 - To preserve our national integrity and religious diversity based on the Christian convictions of tolerance, service and love.
 - To enhance the effectiveness of teaching and learning through the use of educational technology.
 - To reflect democratic values and social justice in encounters with life.
 - To sensitize the students on global values pertaining to environment protection and peace.
 - To update teaching-learning strategies with the ever changing theoretical and practical aspects of creative pedagogy and research.
2. Specify the various steps in the curricular development processes. (Needs assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Syllabus Revision

The syllabus for the B.Ed course is drawn up by the University of Mumbai. The College does have some influence in its restructuring from the point of view that the Principal is a member of the Board of Studies for Education at the University. Also some of the

staff members were members of the *syllabus revision committees* constituted by the University for various subjects as under:

- Mrs. Sheela Philip : Philosophical Foundations of Education
- Mrs. Cindrella D'Mello : Sociological Foundations of Education
- Dr. Sr. Lilian Rozario : Psychology of the Learner.
- Ms. Roselle Aranha : Action Research

The syllabus is generally revised after five years. It was recently revised in March 2008. Before the syllabus revision could get underway, the Principal asked individual staff members to make suggestions for the improvement of the syllabus in their individual Teaching papers. These suggestions were then presented by the Principal to the Board of Studies.

Curricular Development Processes

A preliminary needs assessment is conducted by the staff, their suggestions are put forth to the IQAC cell. The IQAC works on creatively redesigning the curriculum for the next year in keeping with the objectives of the course and the institution. The emphasis is on 'Contextualizing the Operational Curriculum' to reflect national and global concerns. The restructured operational curriculum is then presented again to the Principal and staff for further evaluation and future implementation. Feedback from faculty and students is a continuous feature at STIE. Every activity included in the operational curriculum is regularly reviewed and evaluated. At the end of each academic year, written feedback on the curriculum is sought from the students, through the SWOT analysis. Their suggestions are again evaluated and the cycle of revision and implementation continues.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

New modules have been introduced in the syllabus to reflect relevant issues such as peace, human rights, individualized education, inclusive education, international education, use of technology in education. (Refer to Appendix 4.d)

- **Sociology** has a module on 'Education for Peace' & 'Education for human rights'
- **Educational Psychology** has a module on the concept & need for inclusive education, concept of individualized education plan, 'co-operative & constructivist learning '

- **Educational Management** has a module on the 'Characteristics of International System of Education in India'.
 - **ICT** has a module on 'technology mediated communication'.
 - **Action Research** has a module on the 'Concept & need of collaborative research'.
 - **Computers in Education** has a module on 'Internet Technologies'.
 - **Environmental Education** has a module on 'Education for Sustainable Development'.
 - **Inclusive Education** is a new optional paper that has been added to the course.
 - **International Education** is also a new optional paper added to the course.
4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

➤ **Thrust on Conservation of Environment**

The curriculum provides for the following activities to nurture environmental consciousness in students.

- **Environmental Cell:** The College has an Environment Cell which regularly conducts activities such as movie-screenings, endowment lectures, poster preparation, slogan-writing, newspaper- recycling etc.
- **Waste Management:** Waste is segregated into dry and wet garbage. The students are taught how to turn bio-degradable waste into compost.
- **Assemblies:** The morning assemblies are based on themes related to environmental conservation.
- **Annual craft competition:** For the annual craft competition, students have to prepare artifacts reflecting the recycle and re-use paradigm of making the best-out –of –waste.

➤ **Thrust on Value Education**

Every activity that forms part of the curriculum at STIE bears value orientation. Specifically, the following activities can be cited:

- **Street Plays and Skits:** All skits, street plays convey a strong value-based message. These street plays are written and directed by the students themselves.

- **Core-Elements of NPE:** The students present a co-curricular activity for ten marks (internal assessment) on the core values laid out in the National Policy of Education, 1986. These values focus on egalitarianism, democracy, secularism, small family norms, preservation of Indian culture, removal of social barriers, constitutional obligations, content essential to nurture national identity, equality of sexes, environmental protection, etc.
- **Certificate Course on Health-Care Ethics:** The College introduced a course on Health Care Ethics. This course was conducted by experts who included eminent doctors and theologians. The course addressed various ethical dilemmas ranging from beginning of life to end of life issues. The students also had to conduct an Action-Research project on the same. (Refer to Appendix 4-g)
- **Practice-Lessons:** All practice lessons included in the syllabus have a value component. Students are taught how to give value-based lessons so that their classroom teaching reflects the objectives of democracy, justice and service.
- **Celebrations of Inter-faith festivals:** All major festivals are celebrated in the college to inculcate in students the values of national integrity, brotherhood, tolerance and respect for all religions.
- **College Annual day:** The annual day is another occasion for demonstrating value-consciousness. The entire programme is structured around a well-thought of theme that sends out a strong value-based message. For example, the last annual day function focused on peace in the country.
- **Community Work:** The students compulsorily put in 20 hours of community service. They go out and spend time with the less fortunate people of society. This activity helps instill in them the values of compassion, empathy and social responsibility.
- **General Discipline:** The students are expected to dress modestly, work diligently and attend college punctually. This becomes a way of life for the students of STIE which they would carry forward into their world of work.

➤ Thrust on ICT

The curriculum provides for the following activities that develop ICT skills:

- **CAI Lessons:** The students prepare two CAI lessons, one in each teaching method. This requires them to use ICT.

- **Seminar Presentations:** The students have to make one seminar presentation as part of an assignment for internal assessment. For this presentation they are expected to use PowerPoint.
- **Morning Assemblies:** Students use ICT for their daily morning assemblies which are effectively enhanced through multi-media presentations.
- **Action Research/ITP Projects:** The students submit computerized projects for Action Research and ITP.
- **Lectures:** All lectures are conducted using PowerPoint slides or video clips.
- **Wikis:** Students use wikis for compilation of group assignments and to create their own web-based learning pages.

5. Does the institution make use of ICT for curricular planning? If yes give details.

The institution does not make use of ICT for curricular planning.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The following experiences are provided to students to make teaching a reflective practice.

- **Practice Lessons:** Students are expected to give 20 practice lessons, 10 in each subject. These lessons are guided by the faculty. The last lesson in each method is supposed to be an unguided lesson; students are expected to be proficient at drawing up their lesson plans by then. Whilst drawing up their lesson plans, students are encouraged to think creatively and ensure that the learning experiences provided are both informative as well as enjoyable. Further, they are expected to bring out a value through each lesson and also reflect the core values outlined in the NPE 1986, through their teaching.
- **Constructive Feedback:** Right from the very beginning, students are formed into smaller groups of ten each for their micro-lessons, simulated lessons, practice-lessons etc. After the students give lessons within each group, they are not only evaluated by the college faculty but also by their peers. Prior to peer feedback, students are also encouraged to self-evaluate their lesson. They then reflect on the feedback provided and improve their future lessons. This is also an opportunity for other students (those not giving the lesson) to learn from their peers.

- **Internship Week:** The students spend one week (six working days) in a practice teaching school as part of their internship programme. During this time the students are expected to maintain a log of their daily activities and experiences. These are shared and reflected upon within the group at the end of the day, before planning the activities for the next day.
 - **Outreach Programmes:** The students are encouraged to take up voluntary service with various organizations which work for the disadvantaged sections of society. These experiences help them widen their perceptions to go beyond the interests of themselves and work for the good of society.
 - **Action Research Projects:** All students have to complete an action research project. The project dwells on pertinent educational issues and thus provides students with another opportunity to look at teaching as a reflective practice.
 - **Evaluation Project:** During the internship week, students have to teach an entire unit to a class and then conduct a Unit test. They have to prepare the test with the help of a blue-print that keeps in mind the capability of the students and the norms for setting test papers. After the test is conducted, students have to evaluate and analyze the performance of the class and present the same in the form of a project.
2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?
- **Contextualization of the Curriculum:** The curriculum is enriched to provide real life experiences to the students. To achieve this end, for every subject in the syllabus, the students have to go on an *educational visit*, *complete a small project* and attend *a lecture delivered by a visiting expert* on the topic chosen. Case studies drawn from the local print media are also used to develop the conceptual and analytical skills of the students.
 - **Seminars and Workshops:** Students have the opportunity to attend various seminars and workshops organized by the college during the year. These seminars cover contemporary issues in education as also topics related to empowerment of women, conservation of the environment, new dimensions in ICT, etc.
 - **Use of the Gymnasium:** Students find time either before or after class or in their breaks to use the sports equipment in the gymnasium and also play indoor games such as carrom, table-tennis, scrabble, etc.

- **Yoga Classes:** Yoga classes are organized for the students. These classes are held twice a week. Students are taught various asanas and meditation techniques.
- **SUPW Courses:** Students opt for any of the following SUPW activities viz. soft-toy making, tie-and-dye, glass painting and pottery, jewellery designing and candle-making.
- **Certificate Courses:** The College started two self-financing short term courses this year in Guidance and Counselling and Health-Care Ethics. Each course also had an action research component. Students opted for one of the two courses.
- **Honors Programme:** The Honors Programme was instituted in 2008-09. It comprises of 25 credits and is spread throughout the year. The program includes various activities pertaining to fine arts, social issues, book-reviews etc. thus working towards *holistic student development*. (Refer to Appendix 4-e)
- **Talent Search:** At the beginning of each academic year, the entire class of students is divided into 4 groups, each group is expected to put up a cultural programme. This is done with the intention of gauging the students' talents and serves to rid them of their inhibitions.
- **Adult and Continuing Education:** Students join the University's Adult Education Programme. Among the various activities offered within the ambit of the Programme, the students choose the APY, SWS, PEC and ITP projects. These projects help to develop life skills, computer skills, community orientation and social responsibility.
- **Chart Preparation Course:** At the beginning of the year, a chart preparation course is conducted by a visiting expert, Mrs. Marie Fernandes. This is to help students prepare effective teaching aids and charts.
- **Communication Skills Course:** Every year a week-long course on 'Development of Communication Skills' is conducted by Fr. Alban D'mello, a retired faculty from St. Xavier's Institute of Communication. The emphasis of the course is on *overcoming stage fear* and instilling within the trainees the *foundations for effective communication*.
- **Family Life Education Course:** STIE caters to women students. Women have a very important role to play in the family as mothers. Also as teachers dealing with adolescents, the students must have the capability to guide their students correctly. Hence the college organises a short course on sex-education and family life.
- **Annual Exhibition:** The annual exhibition of teaching aids and SUPW items gives students an opportunity to learn the intricacies involved in putting up an exhibition which holds them in good stead in their schools and places of work.

- **Preparation of Teaching Aids:** The students have to prepare two teaching aids, one in each of their methods; these are archived for use by the future students of the college. In the science method, students are expected to prepare elaborate working models.
 - **Competitions and Celebrations:** Various competitions are held during the year such as the singing competition, art and craft competition, Miss Education Contest. The Annual day function and celebrations of various festivals right through the year infuse students with enthusiasm and help in creating a filial atmosphere of love and mutual respect for one another and for their alma mater.
 - **Sports Day:** The Annual Sports Day has students participating in various track and field events. All students have to participate in at least two events. The day begins with the Sportsman's pledge and proves to be an enjoyable learning opportunity for them.
 - **Simulated Lessons:** The simulated lessons focus on varied teaching models such as role-play, concept attainment, inquiry training, gaming, brainstorming and attribute listing. Students are encouraged to use these models in their practice lessons.
3. What value added courses have been introduced by the institution during the last three years which would include for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.?

Value-added courses introduced in the last three years:

- **Honors Programme:** The College initiated the Honors Programme for the benefit of the students. The philosophy behind the introduction of the Programme was in keeping with the institution's objective of nurturing education of the heart, head and hand. The Honours programme includes modules such as Book-review, calligraphy, community work, fine-arts, social issues etc. (Refer to Appendix 4-e)
- **Certificate Course in Guidance and Counselling:** The College introduced a 15-session certificate course in Guidance and Counselling. This course was conducted by experts from the fields of applied psychology, guidance and counselling. Dr. Leena Pinto, a retired faculty from the Department of Applied Psychology, University of Mumbai and an alumnus of STIE was the main-coordinator of the course. (Refer to Appendix 4-f)
- **Certificate Course in Health-Care Ethics:** The certificate course in Health-Care Ethics was also a 15-session course conducted by eminent doctors and theologians. Fr. Stephen Fernandes, Director of the F.I.A.M.C. Bio-Medical Ethics Centre at St. Pius College of Theology at Goregaon, Mumbai, coordinated the course. The course focused on ethical issues that ranged from the beginning of life to the end of life. (Refer to Appendix 4-g)

- **Certificate Course in Yoga:** A 15-session course on Yoga was also introduced for the students and staff. This was with a view to enhance health and reduce stress. The course was conducted in collaboration with Shri Ambika Yogashram, Thane.
(Refer to Appendix 4-h)

4. How does the institution ensure the inclusion of the following aspects in the curriculum? Interdisciplinary/Multidisciplinary/Multi-skill development/Inclusive education/Practice teaching /School experience/internship/Work experience/SUPW/Any other (specify and give details) (Also list out the programmes/courses where the above aspects have been incorporated).

- **Interdisciplinary/Multidisciplinary:** The co relational approach to teaching and learning is employed. Also the contextualized curriculum helps develop an interdisciplinary holistic overview of the different subjects in the syllabus.
- **Multi-skill development:** The various courses and programmes included in the curriculum as cited earlier contribute to multi-skill development. E.g. dramatics, talent contests, Honours Programme, research projects, practice lessons, seminars etc.
- **Inclusive education:** A seminar on Inclusive Education is organized each year in collaboration with the *Health and Education Trust, (HEAT), a U.K. based NGO*. British Experts, who work with children with learning disabilities, come and share their knowledge with the staff and students.

The College also invites psychiatrists and counselors to hold seminars on the issues of learning diversity.

During internship, the students have to develop an individualized education plan (IEP) and successfully implement it.

- **Practice teaching:** The students have to give 20 lessons (10 in each method) in their practice teaching schools. The students take lessons for classes (5-9). Each lesson is of 30-35 minutes duration. In addition the students also have to teach a particular unit to class and conduct a unit test.
- **School experience/internship:** Internship is usually held in the second term. Students have to spend a continuous period of six working days in a Practice teaching school. During their internship, students are expected to maintain log books that record their activities for the day. Besides their practice lessons students have to conduct a *lesson on culture sensitization*, they are also expected to conduct *one activity lesson* where

they teach the children some art or craft work. They also substitute for absent teachers in the school, conduct assemblies and help the school authorities with whatever other assistance they may require.

- **Work experience/SUPW:** The SUPW activities are an integral part of the B.Ed course at STIE. The students opt for either one of the following categories under SUPW.
 - **Soft Toys:** Here the students are taught to make soft toys such as which are displayed at the Annual Art & Craft exhibition held in the college each year.
 - **Glass Painting & Decoration of Ceramic Pots:** Students learn the art of glass painting and decoration of ceramic pots. These artifacts are also on display at the annual art & craft exhibition.
 - **Candle-making & Jewellery designing:** These students learn to make decorative candles using wax and gel. They also design their own jewellery using beads and semi precious stones.
 - **Tie and dye:** The Indian art of 'batik painting or 'tie & dye' is also offered to the students. They learn the finer nuances of mixing various colours & constructing exclusive patterns through tie & dye.
- **Any other:** In addition to the above, students also learn other kinds of art work such as Warli painting, breadcraft, flower-making, puppet-making and calligraphy as part of the Honours Programme.

1.3 Feedback on the curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?
 - **Students:** The principal and staff members act as student-mentors. Students are free to share their grievances and seek clarification or doubts from them, on issues related to the curriculum. In addition, students conduct a SWOT analysis of the institution at the end of the year. The Principal and staff analyze their responses and bring in the necessary changes in the curriculum.

- **Employers:** Each year, campus interviews are held, a number of eminent schools look to employ students from STIE. The principal and staff inquire about the performance of the alumni employed by them in the previous years. Some employers who are very impressed with the students from STIE also send written letters of appreciation to the College.
 - **Community:** The College sends out feedback forms to the local practice-teaching schools. The form seeks to find out the performance of the students in their practice lessons as perceived by the school authorities. Suggestions for improvement are invited.
 - **Academic Peers:** Feedback from academic peers is obtained during Board of Studies meetings at the university level. Also, the principal and staff consult academicians before incorporating new changes in the curriculum.
2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback obtained from students, employers, community and academic peers is deliberated upon at staff meetings and areas of improvement are identified and subsequent changes made in the curriculum.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc)

Contribution of the Institution to Curriculum Development at the University Level

The principal, Dr. Sr. Lilian Rosario is a member of the Board of Studies. Members of the staff make their contributions to curriculum improvement through participation in syllabus review committees for the following papers:

- Dr. Sr. Lilian Rozario : Psychology of Learning
- Mrs. Sheela Philip : Philosophical Foundations of Education
- Mrs. Cindrella D'Mello : Sociological Foundations of Education
- Ms. Roselle Aranha : Action Research.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The entire B.Ed syllabus was revised in March-April 2008. The question paper pattern was also changed. Students now have to answer one essay question of 10 marks and 10 short answer questions of 5 and 3 marks as against the earlier pattern of 4 essay questions of 17 marks and 4 short answer question of 16 marks (4marks each)

2. What are the strategies adopted by the institution for curriculum revision and update? (needs assessment, student input, feedback from practicing schools etc.)

As far as syllabus revision is concerned, the College can only contribute through the staff members who are appointed by the University to be on syllabus revision committees. As far as enhancement of the operational curriculum is concerned, this is an on-going feature as already detailed in 1.1.2.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the Institution during the last five years in curricular aspects?

The quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects are as follows:

- **Contextualization of the Curriculum:** The curriculum is enhanced to include a wide range of activities beyond the usual curricular and co-curricular activities. As stated earlier, for every paper, a practicum aspect is included. Students have to undertake a field visit, complete a small project. A guest lecture is also organized so as to give students a wider and more practical perspective.
- **Honours Programme:** The College introduced a 25-credit Honours Programme. This course is conducted right through the year and gives students an opportunity at holistic self-development.

- **Short-term Certificate Courses:** The college introduced two short term certificate course in Guidance and Counselling and Health-Care Ethics. These courses were conducted by reputed experts from the field. An action research component was also incorporated in each course.
 - **Yoga for Healthy Living:** The yoga course was also another measure directed towards quality enhancement.
 - **State and National Level Seminars:** The state and national level seminars organized by the institution over the last two years were another quality enhancement measure. Students got to attend the seminars and also appreciate the paper-reading sessions included.
2. What innovation/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

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 as under:

Curriculum Design and planning

The focus on the B.Ed curriculum is on synchronizing theory with practical real life experiences leading to a gestalt that will reflect the emerging societal concerns and global expectations. To this end, the following activities will be undertaken subject wise:-

Paper 1 Section 1:- Philosophical Foundation of Education

Guest Lecture: Relevance of the Gandhian ideology in the 21st century.

Visit: Students will visit Mani Bhavan.

Project: Analysis of any school textbook to ascertain the philosophy that has influenced its construction.

Paper 1 Section 2:- Sociological Foundations of Education

Guest Lecture: Role of teachers in building a national conscience.

Visit: Students can visit any of the REAP schools to understand how education is provided to socially disadvantaged children.

Project: Interview 2 domestic workers/peons/class 4 employees to ascertain whether Human Rights violations are reflected in their work places.

Paper 2 Section 1:- Psychology of the learner

Guest Lecture: Seminar by HEAT (Health and Education Trust), U.K. on children with learning disabilities / special educational needs.

Visit: Students will visit a school catering to the visually impaired/hearing impaired.

Project: Write a report on the practical challenges faced by schools that practice inclusion.

Paper 2 Section 2:- Psychology of Learning

Guest Lecture: Developing Thinking skills.

Visit: Students will be taken for a relevant movie that will give them insights into the Psychology of Learning.

Project: Use any 2 Co- operative Learning Strategies in Practice teaching lessons.

Paper 3 Section 1:- Educational Management

Guest Lecture: The Characteristics of National and International Systems of Education in India.

Visit: Students will visit a central library and learn how it functions.

Project: Students will devise strategies for 'creative and ethical ways of ensuring effective class discipline'

Paper 3 Section 2:- Educational Evaluation

Guest Lecture: Revised Bloom's Taxonomy.

Project: Students will prepare a unit plan and unit test for any topics to be taught to a particular class in school during their internship.

Paper 4 Section 1: ICT in Education

Guest Lecture: The dynamics of On- Line Learning.'

Visit: Participation in a tele-conference

Project: Students could enroll for the MS-CIT course that the college plans to offer in collaboration with a computer institute.

Paper 4 Section 2: Special Fields

(Instructional Projects will be assigned to the students on the following lines)

1. Action Research

Project: Students will present an action research project using photographs as the primary data gathering tool.

2. Computers in Education

Project: Students could prepare a computer based instruction module for teaching any school topic based on the principles of Instructional Design.

3. Education for Rural Development

Project: Students will visit a rural area for about 2 – 3 days and present a report on the insights gained.

4. Environmental Education

Project: Students will organize a 'Greenathon' campaign in college with a view to emphasizing the importance of education for sustainable development.

5. Guidance and Counselling

Project: Students will interview a student counsellor to find the problems faced by students in today's times.

6. Inclusive Education

Project: Students will teach one lesson in an inclusive classroom and write a report on the special preparations they made for the same.

7. International Education

Project: Students will visit an IB school and write a report on the same.

Paper 5: Special Methods

(Instructional workshops will be organized on the following themes)

- 1. ENGLISH:** The Appreciation of Poetry
- 2. MARATHI:** The works of contemporary Marathi playwrights
- 3. HISTORY:** The 'time line' approach to the learning of History
- 4. SCIENCE:** The process of Scientific Inquiry
- 5. MATHEMATICS:** Vedic Mathematics

Additional Information to be provided by Institutions opting for Reaccreditation/Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?

The main evaluative observations made in the first assessment report with reference to curricular aspects were as follows:

- *At present the college which follows the University Curriculum for B.Ed., has only limited scope for innovation, experimentation and creativity.*
- *The status of autonomy could accentuate development and growth in curriculum-framework, examination-pattern and several other aspects as well.*

Action taken:

- **Autonomy:** With regard to autonomy, the rules and regulations for autonomy as encoded in the Maharashtra Universities Act of 1994, are such that in autonomous colleges, the majority of members of the management board that would be set up would be from outside the management of the college. Therefore managements have protested and asked for amendments to these rules. Also the University and government authorities are very slow in granting autonomy to affiliated institutions. If the rules do change in time in the favour of Colleges, STIE will also apply for autonomous status.
 - **Innovation, Experimentation and Creativity:** As already described in the answers to questions pertaining to this criterion, the College has strived hard to experiment, innovate, and enrich the operational curriculum. The college has also extended itself in community service through outreach programmes and seminars for school and college teachers. The short-term certificate courses and the Honours Programme further support the conscientious and dedicated efforts of the faculty at STIE towards providing quality teacher education.
2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

This question has already been answered in 1.5.1.

CRITERION 2 : TEACHING-LEARNING AND EVALUATION



Chart Preparation Workshop



Lecture using ICT



Peer Tutoring



Co-operative Learning



Student - Mentoring



Educational Visit



Dr. V. Khole, Chief-Guest, College Annual Day



Open Book Exam



Sports Day



College Picnic

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Admission Processes and Policy

STIE is an aided Minority Institution. The admission processes and policy followed at STIE are in strict adherence with the provisions laid down by the Government of Maharashtra in accordance with the University regions as per the G.R. No. NGC-2004/ (41/04) Mashi-3 dated February 16, 2004. All candidates have to appear for the centralized CET (Common Entrance Test) conducted by the Government. Since this is an English medium college, candidates desirous of admission have also to appear for the English Language Content Test conducted by the Government. 50% of the seats are reserved for Christian students. The other 50% seats are for Open category students. The government decides on the Merit Ranking of the students who are accordingly directed to the college. The merit ranking is based on the following criteria:

1. 50% of the marks are allocated for the candidate's performance at the graduation examination and there are additional marks if the candidate has a certificate mentioning at least 120,240 hours service with the NSS/Adult Education Programme at the college/university level, certificate of passing the B/C grade NCC examination. Certificate showing participation of the candidate in sports, elocution, drama, cultural programmes at the inter-collegiate, University, State, National, International level.
2. Marks obtained by the candidate in the CET.
3. Order of merit is decided on the basis of the sum of the scores in A and B above.

The college selects its own students for the minority quota keeping in mind the same merit ranking system as followed by the government of Maharashtra.

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

As soon as the government declares the dates for the CET, the college puts up notices regarding the same on its notice boards. Prospective students can also avail of the necessary admission-related information through the prospectus and through telephonic queries courteously answered by the college office staff. The college also announces its religious minority status and dates for distribution of admission forms in the 'Examiner'- a catholic weekly published by the Archdiocese of Mumbai. An advertisement was also put in the 'Indian Express' newspaper.

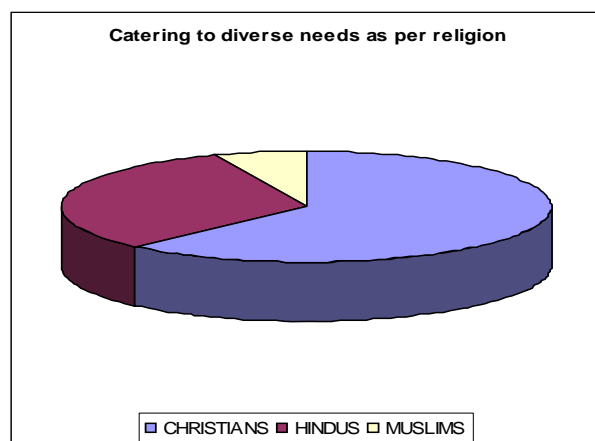
3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

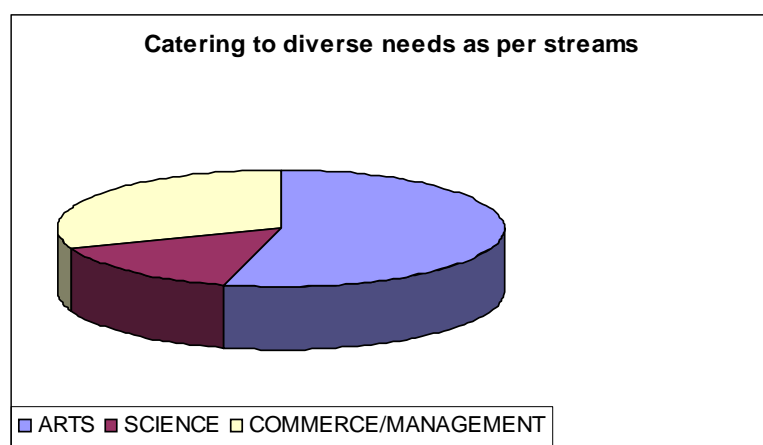
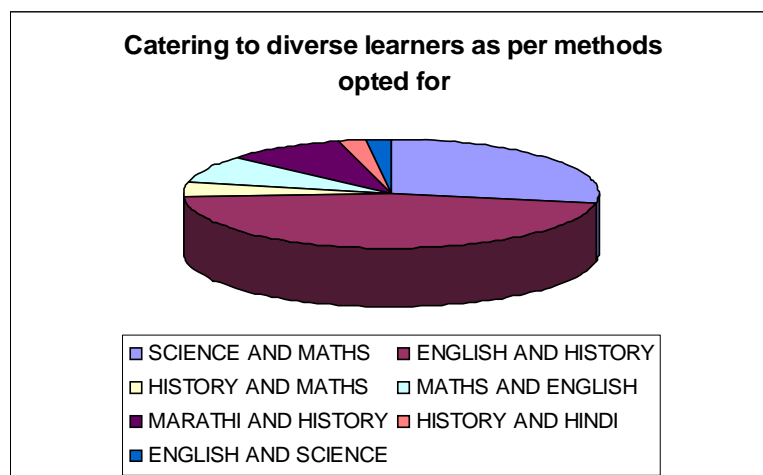
The college fills up the seats in strict adherence to the allocation provided by the Government. 70% of the seats are reserved for candidates who are degree holders of the University to which the college is affiliated. 28% seats are reserved for candidates of other universities within the State of Maharashtra and 2% of the seats are for students from Universities outside Maharashtra. There is provision for 3% internal reservation for physically handicapped candidates certified by a Civil Surgeon to have not more than 40% disability and 2% quota for the daughter/wife of active military services personnel and ex-military services personnel. Thus students are admitted taking into consideration the quota prescribed under each head. We had a student in the physically handicapped category two years ago.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

Strategies to retain diversity among students

Each year the students profile at STIE reflects diversity in terms of their socio-economic background, education, age, religion etc. The following graphs show the diverse student profile for the academic year 2008-09





At STIE, the emphasis is on the holistic development of the students. Hence a wide-range of diverse teaching-learning experiences are provided during the academic year. To this end, the college adopts the following strategies:

- **Orientation Programme:** The students have an orientation seminar at the beginning of each year which serves as an ice-breaker to initiate students into the course. They are provided with an overview of the syllabus, the activities, the evaluation and the code of conduct that they would have to adhere to in the ensuing year. The Principal also introduces the students to the staff, both teaching and non-teaching.
- **Inter-religious Assemblies:** Reinforcing the secular values of the college, the students put up inter-faith assemblies each morning to promote an atmosphere of oneness and tolerance in keeping with our rich Indian heritage of unity amidst diversity. Each day begins with this spiritual exercise of communing with the Almighty.

- **Celebration of festivals:** Instead of adopting the ‘melting-pot’ approach to student diversity, the resolve at STIE is to be more accommodating towards all students by addressing their different cultural values. Hence most major festivals are commemorated. Student teachers thus learn the importance of appreciating the goodness and diversity of different religious beliefs and customs.
 - **Practice-teaching groups:** The students are formed into heterogeneous groups for practice-teaching. The practice-teaching groups comprise of approximately 10 students each. The students are assigned groups based on their personal choice of school, their place of residence, their teaching methods and their individual competency. Care is taken to see that in every group there is adequate representation of students with diverse teaching subjects to facilitate collection of lesson units and formation of the day to day practice teaching schedule.
 - **Inclusion:** Students who are admitted to STIE come from different socio-economic backgrounds. The college metes out a fair and just treatment to all students. No distinctions are made between students. On the contrary the effort is to bring students together whilst at the same time helping retain their distinctive individuality. Remedial programmes are put into place for students who are found lacking in academics. Peer-teaching is encouraged to foster cohesiveness and sensitivity among students. Even those students who are admitted late are soon brought on par with other students. Two years ago, the college had a physically challenged student. The management, staff and students did all they could to help her successfully complete the course.
 - **Individual Counselling:** The Principal has a personal rapport with each and every student. She interviews and counsels them all through the year. Students can approach the Principal or any of the staff members whenever they have any problems. The faculty at STIE also continuously observes and evaluates each student right through the year, the students are accordingly given appropriate feedback and guidance.
5. Is there a provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

The following provisions are in place for assessing students’ knowledge and skills before the commencement of teaching programmes:

- **Personal interview:** After a student is directed to the college by the centralized admission procedure, the Principal and two senior staff members personally interview each candidate to get an initial feel of their perception and ability to cope with the course.

- **Content Test:** In the first week of college itself the students have to take two content tests covering the school syllabus from classes 5-9 in each of their teaching methods. It is mandatory for students to pass in these tests. This exercise ensures that students are well grounded in their content knowledge before they begin with practice teaching.
- **Workshop on Communication Skills:** The College also arranges a week long communication skills workshop for the students. This workshop is conducted by Fr. Alban D'mello, a retired faculty from St. Xavier's Institute of Communication. Through the workshop students are groomed into overcoming stage-fear and learning the finer nuances of good communication which is an absolute necessity for effective teaching.
- **Entry-point questionnaires:** From this year, the IQAC cell of the College has introduced the entry-point questionnaires. These questionnaires are filled in by individual students. Their responses give the college an overall picture of their personal and academic background. The questionnaires also seek to understand the students' areas of interests, their hobbies and their perspective towards the teaching profession.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the student?

- **Orientation Programme:** As stated earlier, the College conducts a series of orientation programmes for the students to acquaint them with the goals and values of the College and also with the expectations of the course. These sessions work to familiarize the students with the various constituents of the college viz. the faculty, their classmates, the resources etc. Through these activities the students begin to identify with the college and develop a sense of belongingness and endearment towards the institution.
- **Tutor-ward system:** Each student is assigned a guide from the faculty for the whole year. The guide thus becomes a mentor to the students in her charge. Each staff member has about ten students under her. This tutor-ward system allows staff members to take individual interest in monitoring students' progress and setting new challenges for them.
- **Co-operative Learning:** Students learn from one another right through the year. They have to observe lessons given by peers and also provide feedback on the same. The college also encourages *peer-tutoring as a remedial measure* for students who are lacking in academics. Staff members also use co-operative learning strategies in their classroom interactions, thus getting students to enthusiastically co-operate and work with one another.

- **Seminars and Workshops:** The College also conducts many seminars and workshops both for the students and for members of the local teaching community from time to time. Students thus have the privilege of listening to *experts of brilliance and repute from diverse walks of life*. These seminars become sources of knowledge and inspiration for both the staff and the students.
- **Group activities:** Every activity at STIE is conducted in small groups of about ten students. The composition of the students in each group changes as students come together for various learning purposes. There are groups for micro-teaching, simulated lessons, practice lessons, research work, adult education projects, talent search contests, SUPW, etc. Through these group activities students become more familiar with one another and also with the different staff members who come to their groups as resource persons. This also helps in division of labour and rotation of responsibilities for the staff.
- **Constructivist approach:** Though the staff use PowerPoint presentations for their lectures, the emphasis is on adopting a constructivist stance. Students are encouraged to ask questions, participate in class discussions and form their own rational conclusions. The idea is to groom students to *develop analytical thinking skills* rather than resort to rote learning. To this end the college has recently introduced the Case study approach, practiced in most business schools, to teaching learning transactions.
- **Additional Courses:** The College introduced two additional short-term courses this year for the benefit of the students. The courses were in the area of Guidance and Counselling and Health Care Ethics. Both courses had a research component incorporated to enhance their practicality and to awaken students to the importance of developing *a research-based outlook towards education*.
- **Students' Council:** The students participate in elections to the Students' Council each year. Election is done by secret ballot and the student with the most votes is appointed as the General Secretary of the Council. The principal and a member of the staff are the management representatives who liaise with the council. The Principal meets the Council every fortnight. The Council presents the students views to the Principal. The Students' Council also helps in the *organization of various co-curricular activities*.
- **Cells and Committees:** All students have an option of being part of more than one cell or committee within the college. These cells generally meet once a month and have their own creative workshops and activities. Students thus get opportunities to learn the finer nuances of organizing activities discover their hidden talents and enhance their self-worth.

- **Formative Evaluation:** Evaluation is an ongoing feature at STIE. The students are encouraged to self-evaluate their performances in every sphere and also receive feedback from their peers and mentor-teachers. The approach is towards *constructive criticism* for the betterment of the students. After every lesson, teachers fill up a checklist that elaborately describes the strengths and weaknesses of the student through the lesson. (Refer to Appendix 4-i)

2. How does the institution cater to the diverse learning needs of the students?

In adherence to the vision, mission and core values of the institution, the teaching-learning activities at STIE focus not only on academic excellence, but also on holistic development of the students. There are various components and modules that reflect the conscious dedication of the faculty to create teachers with well-integrated personalities and a sound academic foundation.

- **Practice-Teaching:** Within a given practice teaching group there are students with diverse teaching methods. These students are carefully allocated different school groups which reflect a balanced composition of the different teaching methods. Each of these students have two guides (one for each teaching method), a member of the college staff who is competent to coach them in preparing their lesson plans for the entire year. The guides are well acquainted with the potential of each student and progressively lead the students to achieve greater competence.
- **Workshops:** Throughout the year the college organizes workshops on varied themes that sensitize students to the needs of society and the ever-increasing responsibility that teachers have in sculpting the future of the nation and the world. Eminent experts from various fields are invited to conduct the sessions. Participation in the workshops gives students the opportunity to *widen their knowledge base and also explore their hidden talents*.
- **Developing Research Competencies:** 'A good teacher must also be a good researcher'. Hence to help students embark on their quest for excellence, research orientation is an important feature at STIE. Students have to complete *individual action research projects, evaluation projects and adult education projects*. All these projects require students to develop a research-based perspective towards teaching and learning.
- **Remedial Programmes:** The students who are admitted to STIE each year are from diverse geographical, economic, linguistic and cultural backgrounds. Some of them may lack competency in linguistic skills, some in mathematical/statistical skills, etc. To give these students a fair opportunity to do their best, the College initiates individually

structured remedial programmes for them. Staff members take personal interest in the progress and development of students under their care. Peer-tutoring is also encouraged.

- **Adult Education:** The Adult and Continuing Education project is conducted in collaboration with the University of Mumbai. Under the aegis of this Project, students opt for various activities such as APY, ITP, SWS, PEC. Each of these activities caters to the diverse learning needs of the students. Under APY, students learn entrepreneurship. ITP helps to develop computer skills, sensitivity towards social and environmental issues. SWS enables them to actually understand the status of women in society and their level of emancipation. PEC helps them understand population related issues.
- **Contextualized Curriculum:** The contextualized Curriculum as already described in Criterion 1, gives students unique opportunities to *relate learning to life*. They learn to understand the mutual influence of education on society and vice versa.
- **Honours Programme:** The activities included within the Honours Programme contribute to education of the head, the heart and the hand as propagated by *Gandhiji in his Basic Education Scheme*. Students learn basic skills expected of teachers such as good handwriting, good reading, organization of activities, good communication etc.
- **Community Service:** The community service programmes instill in students sensitivity towards the less-fortunate in society and foster in them compassion, selflessness and a sense of responsibility towards the national progress through the service of the poor.
- **Technology-mediated instruction:** Keeping in mind the challenges of the 21st century, the College trains students to adopt technology as a means for enhancing the effectiveness of teaching and learning. Students are encouraged to develop good computer skills and also use *electronic audio-visual media* in their practice lessons.
- **Life-skills:** The students learn life skills such as respect, etiquette, leadership, co-operation, modesty in thought, dress and action through their year at STIE. The College also conducts a series of lectures for them on sex-education and family life.
- **Sports Activities:** The College encourages students to participate in indoor and outdoor sports activities. There is a *mini-gymnasium* for the students' use.
- **SUPW:** Through SUPW activities, the students learn various crafts such as batik work, candle-making, glass-painting, soft-toys, etc. The mastery of these craft brings out the creativity in the students and helps them develop a good aesthetic sense.

- **Yoga Classes:** The yoga classes cater to the health needs of the students; they learn yoga practices that contribute to *physical well-being and mental relaxation*. These techniques can then be used by them in school for the benefit of their students.
 - **Core Elements:** Practice Lessons are *correlated with the core elements* listed in the National Policy of Education, 1986. Every lesson taught by the teacher trainee is drawn to a close with a stated value. This helps accentuate the moral responsibility of teachers to contribute to a more ethical society.
3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?
- **Lesson-planning:** The students are expected to draw up their lesson plans using various creative teaching techniques so as to relate to the diverse interests of the students in their practice teaching class. Their lesson plans must be so constructed that they are able to appeal to the *varied intellectual capabilities* of the students in the class. Also, the students have to distribute their ten lessons in each method such that they cover all classes from 5-9.
 - **Observation of lessons:** Students have to observe lessons not only in their own methods but also in other teaching methods. This helps them develop a holistic perspective towards practice teaching and a balanced approach to the school curriculum.
 - **Contextualized Curriculum:** Through the activities in the contextualized curriculum, students have to undertake *field trips and educational visits*. After each visit, students have to write a reflection on the same. This again helps them understand the importance of diversity and equity in the teaching learning process.
 - **Lessons in Municipal Schools:** This year the College also got permission to send students for practice lessons to municipal schools. This exercise would give them the opportunity to look at the world of students who cannot afford private education thus developing in students' an *egalitarian outlook* towards their profession and life.
 - **Culture-Dissemination Lesson:** The culture dissemination lesson is another opportunity for students to appreciate our *rich Indian cultural heritage* and diversity. The students are expected to integrate any particular aspect or practice of Indian culture with their practice teaching lesson.
 - **Inclusive practices:** As stated earlier the philosophy at STIE is to provide an equal and fair opportunity to all students. Hence the inclusive outlook is reflected in every activity that is carried out. The students learn to accept one another without reservations based on differences of caste, class, ability, etc. The uniqueness of each individual is appreciated, respected and celebrated.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- **Appointments:** All staff appointments are done in keeping with UGC norms. Care is taken to see that staff qualifications meet with the standards laid down by the University.
- **In-service Programmes:** The staff are allowed to attend various in-service programmes such as orientation and refresher courses conducted by the UGC. The staff are also encouraged to attend seminars and workshops conducted by other colleges. Participation in these forums enhances the knowledge base of the staff.
- **Extension:** The staff at STIE undertake voluntary extension work. They go out into the field and conduct workshops for schools and college teachers. Some of the staff are also members of school advisory boards. This interaction with school and college personnel sensitizes teacher educators to the diverse needs and changes in the educational world. This contributes towards enhancing the formation of the students at STIE.
- **Research:** The staff have to possess a research outlook in all they do. The endeavour is to constantly experiment and innovate without any external notification to do so. The staff thus do a lot of research and reading to keep up with latest trends in education and translate their intellectual efforts into practical reality through their interactions with the students.
- **Emphasis on Soft skills:** Good interpersonal skills are the forte of the staff at STIE. They are united and work together as team. Interactions with students, colleagues and the Principal are *polite and courteous*. Students can feel free to approach the staff when required. The staff also provide their e-mail id's to the students. Students can send drafts of their assignments through the internet.
- **Organization of Seminars:** The College also hosts seminars at the national and state levels. Staff members work to make these seminars a success. They are also expected to *present papers at the seminars*. This helps them learn good organizational skills that translate into greater knowledge, efficiency and empowerment in their transactions with the students.
- **Diversified Portfolio Allocation:** The staff have a range of responsibilities right through the year. All these efforts are conducted with the students' best interests in mind. The staff are in-charge of various committees; students are also part of these committees. The staff thus have the opportunity to work closely with the students and better understand their needs and grievances.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?
- **Integrated Approach to lesson Planning:** Students have to correlate their lesson plans with diverse subjects. The Strategy adopted requires students to connect the lesson in their own teaching method with other subjects.
 - **Co-operative learning practices:** Co-operative learning strategies are practiced by the teacher educators through their lectures. Students are also expected to deliver one lesson in a practice teaching school using at least one co-operative learning approach.
 - **Individualized Education Plan:** Students have to develop an Individualized Education Plan for a child with special needs after studying his case carefully and consulting with the child's parents, teachers and peers. This is a learning exercise for the students to help them understand the importance of inclusion and the commitment required by teachers to make inclusive practices truly successful.
 - **Field Visits:** Students are taken on educational visits to the Nehru Planetarium, Nehru Science Centre, Discovery of India, Schools for the differently-abled such as the Dilkhush school for mentally-challenged, National School for the Blind, etc. These experiences can be used by the students to enrich their classroom transactions.
 - **Audio-Visual Aids:** The students use different audio-visual aids to enhance the effectiveness of their lessons. They can use power point presentations, charts, collages, working models, audio-video CDs to aid explanation.
 - **Team-teaching:** The staff at STIE demonstrate team-teaching through their explanation of the micro and simulated lessons. Students are also expected to use team-teaching techniques when doing their seminar presentations for their internal assessment.
 - **Debates:** Educational debates promote self-expression and respect for the opinions and views of others. These are necessary requisites for cultivating good interpersonal relations and democratic principles.
 - **Evaluation Quizzes:** The evaluation quizzes help students understand that learning has to be both enjoyable and enlightening. Students can then use these techniques in their own classrooms.
 - **Models of teaching:** The College makes it mandatory for students to give simulated lessons that include the following models of teaching viz. role-play, inquiry-training, concept-attainment, attribute-listing, brainstorming, computer-assisted instruction. In addition students are also oriented about other models such as Advance Organizers, Jurisprudential Inquiry. These techniques can then be successfully applied by students to their classroom teaching.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)
 - **Book-Reviews:** The students learn to write book-reviews as part of the Honours Programme. They are encouraged to choose books that are either classic or contemporary. The library has a vast collection of fiction and non-fiction books, students can borrow books from the library for the purpose of review.
 - **E-learning strategies:** Staff members employ e-learning methods to facilitate instruction. Students are asked to visit educational web-sites and gather syllabus related content. Students are also encouraged to regularly consult the college web-site for any clarifications that they may need about rules, regulations and upcoming events.
 - **Individual projects:** The students have to complete many individual projects during the year in Action Research, Evaluation, Adult Education. These assignments cultivate independent thinking and challenge students to expand their learning. All these projects are expected to be computerized; hence the students also develop proficiency in the use of computers.
 - **Peer-teaching:** As a remedial measure to assist students who are deficient in their teaching and other related competencies, the College encourages peer-teaching. Students have specified time at the end of each day, when they can help their peers and do group-study.
 - **Simulated Lessons:** The simulated lessons focus on the different models of teaching. Students have to give four simulated lessons using role-play, gaming, brainstorming or attribute-listing, concept-attainment models as part of their internal assessment. These lessons are given among their peer groups with a staff member in-charge of each group. The duration of each lesson is 10-15 minutes. Students are expected to then incorporate these techniques in their macro lessons.
 - **Practice Lessons:** Students have to give 20 practice lessons in all. These 20 lessons are so divided that students give 10 lessons in each of their teaching methods. Students are divided into various practice teaching groups, each group has about 3-4 practice teaching schools assigned to them. There is one staff member appointed to look after the needs of the group. Students have individual mentors from among the staff for each of their methods. The staff, in rotation go to the different schools to observe practice lessons given by the students.

- **Internship:** The internship programme is generally held in the second term around the first week of December. Students spend six days in a school. During this time, they get a feel of school life and all its responsibilities. They maintain a daily attendance register and an individual log book. College Staff oversee their activities in rotation. During Internship, students are expected to teach an entire unit to a particular class and conduct a unit test. The unit generally comprises of one or two topics from the syllabus of that particular class. The analysis of the unit test scores of the students is submitted to the College authorities as the Evaluation Project. During internship the students have to help the school authorities by substituting for absent school teachers, doing library work, taking practices for co-curricular activities, etc.
 - **Community Work:** The students have to put in 20 hours of community service. They may spend this time visiting and helping out in homes for the underprivileged within the city or outside. Two years ago, the College was associated with the REAP project; students had to visit anganwadi schools and teach the children there. Last year the students also volunteered to participate in an outreach programme to spread Christmas cheer. Staff and students visited orphanages and old-age homes where they spoke to the inmates, spent time with them and conducted some games for light entertainment.
 - **Co-curricular activities:** The students have opportunities to participate in a host of co-curricular activities all year round. These include street plays, talent-search, singing and craft competitions, Miss Education contest, College Day skit, Sports Day, Christmas Play, Annual Day celebration, preparation of teaching aids, Annual exhibition etc.
2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?
- **Paper Presentations:** As part of the practicum aspect of the course, Students have to make a seminar presentation on a given topic in any one of their core papers. This requires them to do further reference and research that transcend the boundaries of the syllabus. These paper presentations help students to develop skills of independent study, systematic content organization and presentation and self-confidence.
 - **Open Book Exams:** Students have an open book examination for 10 marks in their internal assessment. Through this exercise the analytical skills of the students are put to the test. Students are given a *case-study* which they have to analyze and justify with the help of theoretical content in their text books.

- **Action Research projects:** The students have to conduct individual action research inquiries on issues of relevance to education. An orientation Programme is conducted to help them understand the structure of their overall report. The staff also guide them as they progress with their individual research work.
- **Evaluation Projects:** The evaluation project is a simulated version of real world work-life activities of a teacher. Students have to teach an entire unit to particular class in a practice teaching school. They have to learn the various aspects of Unit Planning, preparation of a Unit Test with the help of a *blue-print, administration of the Unit test, scoring and marking of the same*. The students then have to analyze the performance of the class and compile a report on the same.
- **Cells & Committees:** The College has various cells and committees to look into the dimensions of administration and pedagogy. Each cell has distinctive activities of its own which such as slogan and poster competitions, newspaper drives, awareness campaigns, street plays, surveys etc. All these activities are directed towards student learning and dynamism.
- **Wall newspaper:** The College classrooms have felt boards, which are used by students to develop their own newspaper. This activity engages students in self-exploration of knowledge and creative expression. It also trains them to create *vibrant classrooms* which reflect diversity, colour and innovations in learning.
- **Practice teaching:** When planning their daily practice-teaching schedules, the students have to decide on the school to which they are going and also draw up the time-table for their lessons. These tasks are done by students on their own without the involvement of the College staff.
- **Contextualized Curriculum:** The contextualized curriculum as already detailed in criterion 1, provide students with ample opportunities for participatory learning through the field visits, film and book-reviews, workshops, etc.
- **Co-curricular Activities:** STIE provides students with opportunities to discover their hidden potential. The students are transformed into persons of integrity and action when they leave the portals of the institution. The numerous co-curricular activities held during the year contribute to this transformation. The celebration of teachers' day, college day, festivals, annual day, sports day etc. help students in knowing their own distinctive strengths.
- **Adult education:** The Adult Education activities such APY, SWS, PEC, ITP contribute to the development of life skills and sensitivity towards social, environmental and global

issues. Each year four students are appointed as student managers to assist the faculty in-charge of the Adult Education project viz. Mrs. S. Philip and Mrs. C. D'mello. These students serve as a link between the faculty and the class. Valuable managerial experience is thus gained by these students.

- **Honors Programme:** The Honors Program has many creative components that cater to the education within the *cognitive, co native and affective domains*. Students themselves serve as resource persons to the rest of the class when it comes to preparation of handicrafts.
 - **Community service:** Community service sensitizes students to the cause of humanity, it resonates with the Institution's objective of reflecting democratic values and social justice in encounters with life. Students learn empathy and selflessness. They are free to decide on the centre they would like to visit and the kind of work they would like to conduct there.
3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Teaching well means helping students learn well. In an effort to expand the students repertoires of strategies for acquiring education, various models of teaching are used in classroom transactions at STIE. These are as follows:

- **Information Processing Family:** Models such as viz. Thinking Inductively, Scientific Inquiry, Inquiry Training, Syncetics, Brainstorming, Attribute-listing and Advance Organizers are used.
- **Personal Family:** Personalistic models such as Non-directive teaching where the teachers connect with the psychological space of the students and enlist them in teaching learning partnership are employed. Strategies such as 'Learning Contracts' are used by some faculty.
- **Behavioral Systems Family:** Benjamin Bloom's taxonomy forms the basis for approaches such as Direct Instruction, Learning from Simulations, and Computer-assisted Instruction. These systems enable learning tasks to be regulated according to the progress of the learners for optimal performance.
- **Social Family:** Co-operative learning techniques, Role playing, Gaming, Jurisprudential Inquiry, Conceptual Systems Theory are employed to optimize learning.

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The simulated lessons focus on the Models of teaching. Students give 6 simulated lessons in all. For these simulated lessons students are given a class demonstration by the members of the staff and then also given individual guidance for drawing up their lesson plans. For the simulated lesson on creativity, a special workshop is conducted for the students on nature of creativity, by a faculty member Mrs. S. Philip. The number of simulated lessons given by each student is as under:

- Role Play: 1 lesson in any one method.
 - Gaming: 1 lesson in any one method.
 - Creativity: 1 lesson in any one method.
 - CAM / ITM: 1 lesson in any one method.
 - CAI: 2 lessons, one in each method.
5. Do the student teachers use micro-teaching techniques for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, the micro teaching technique is an enlightening experience for students who are fledglings in the teaching profession. Students are expected to give one lesson in each of the following four skills :

- Skill of using the chalkboard
 - Skill of illustrating with examples.
 - Skill of probing questioning
 - Skill of stimulus variation
6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)
- **Process of practice teaching:** On completion of their micro-lessons and bridge lessons, the students move to the next phase of giving macro lessons in practice teaching schools. They are asked to state their preferences for various school groups based on proximity to their place of residence and commuting convenience. The Practice-teaching committee

then assigns the final groups to the students keeping in mind their competency and preference. Care is taken to see that within each group there are students with different teaching methods. This helps them with procuring units from the school without disturbing the school time table. Each school group has about 3-4 practicing schools, this helps students get better exposure to different schools and also allows them to visit the schools in rotation on any one particular day of the week as decided with the school authorities. A staff member is appointed to be in charge of each practice teaching group.

- **Lessons per day:** As a norm, students are supposed to give only one lesson per day, unless in extraordinary circumstances, when they are lagging behind, they may be permitted to give two lessons. Totally the schedule for the day must be so fixed that it includes *seven consecutive lessons* which are then observed by the teacher educator. Lessons must not be simultaneously arranged unless one of the lessons is to be observed by a school teacher. The college allows each student to have only two lessons (out of their total twenty lessons) to be evaluated by a school teacher (one in each method).
- **Peer Observations:** The students are expected to observe a minimum of 40 lessons. Of these a total of 15 lessons each have to be observed in their own individual methods and the other 10 lessons have to include observations outside their teaching methods. At a given time *only 5 students are allowed* to observe a lesson in class. Students are encouraged to observe lessons of peers outside their practice teaching groups. The students have to maintain a record of their observations which is signed by the College staff present in the school on that particular day.
- **Feedback Mechanism:** The students are provided with a comprehensive checklist that is filled in by the college staff for every practice lesson that is evaluated. The checklist gives the students an overview of their performance with respect to their content mastery, interaction with students, class participation, creativity, class discipline etc. After the lesson, the students also receive personal feedback from the staff member. Students are also encouraged to make a self-reflective evaluation of their lesson.
(Refer to Appendix 4-i)
- **Monitoring mechanisms of lesson plans:** The students are assigned individual guides for each teaching method. Students construct their own lesson plans. The guides help them to *streamline their approach* and *add creative components* to their lesson. Students thus receive guidance for 9 out of their 10 lessons in each method. The last lesson is supposed to be an unguided lesson because it is assumed that by the end of the practice teaching programme, students would have developed the capacity to construct and fine tune their own lessons.

7. Describe the process of Block Teaching / Internship of students in vogue.

Internship is usually conducted in the second term at the end of November or early December. During internship students are expected to spend **six full working days** in a school where they are given a chance to experience all the aspects of school life. Thus students integrate themselves with the staff of the school. They conduct assemblies, keep records of attendance, deliver lessons, help in maintaining discipline, carry out their research work, conduct workshops on culture dissemination and carry out population education programmes. They also help in sorting and restoring library books, help the teachers with writing of certificates, conduct elocution, debates, prepare props for annual day, organize sports activities, take proxy lessons etc. Thus it is a period that gives the teacher trainees a peak into world of reality at schools. During the internship students are expected to maintain a log book. The College staff visit them in rotation.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The school teachers provide broad guidelines to teacher trainees regarding the functioning of the school. The Practice Teaching Programme take shape lesson by lesson in close consultation with the school teachers, since the lessons units are provided by them. Method masters seek inputs from school teachers regarding teacher trainees. This evaluation is significant to method masters as it helps them identify the special needs of the school.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The syllabus provides the basic foundation on which the other curricular activities are structured to ensure that the students-teachers passing out of STIE are zealous workers in the field of education. Each activity within the curriculum is designed to increase student competency and sensitivity. Students are trained to be both affective as well as effective teachers. The emphasis is on holistic development and to achieve this end the College offers students the following learning opportunities:

- **Student-centred teaching:** The practice teaching programme which consists of micro-lessons, simulated, macro-lessons, internship, IEP and evaluation project require teacher trainees to plan and execute each of their lessons keeping in mind the psychology and interests of their students in class. Creativity is emphasized to ensure active student inclusion and involvement.
- **Organization of Co-curricular Activities:** The morning assemblies, the workshops, the celebration of various events, putting up of the annual exhibition etc. all provide the student teachers with valuable expertise in carrying out similar responsibilities in

their schools. Much care is taken at STIE to see that *no student is left out*. This practice helps all students develop an intrinsic sense of self-worth. It is hoped they would be able to do the same for the diverse learners in their classrooms.

- **SUPW Activities:** The SUPW activities contribute to the development of *artistic capabilities* within the student teachers. This helps student teachers in turn develop the artistic potential of their pupils.
- **Life skills for education:** Sessions are also conducted for the students on guidance and counseling, ethics, health care, sex education, environmental awareness etc. These sessions equip the students with insights that would help them guide the children they interact with.
- **Seminars and Workshops:** The seminars and workshops focus on contemporary themes in education that would be of practical use to students in their teaching profession. Recently the college held two seminars on *Discipline* and *Emotional Intelligence*; these are two areas of concern for school teachers who have the onerous task of engaging children's attentional processes in a world increasingly challenged by distracting influences.
- **Sports and Games:** The College annually hosts the Sports Day. Besides participating in the various events, students also help in the organization aspects. All students are expected to participate in at least two events. This exercise teaches students the importance sports and physical activity in the all-round development of their pupils.
- **College Picnic:** For the College Picnic, students are divided into groups and each group has to prepare two games to be played at the venue. Through this activity students learn how to maximize pupil participation and make school excursions a fun-filled exercise for all children irrespective of their popularity with their peers.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

- **CAI Lessons:** The students have to prepare two CAI lessons, one in each of their teaching methods. The students have to give at least one of these lessons in schools using the school's computer lab as the place of instruction.
- **Use of Audio-visual Aids:** The College has a media- centre set up in the library. The centre has many audio-visual aids that students can borrow and use to enhance the effectiveness of their practice-teaching lessons. The College also has a culture kit which contains slides, filmstrips, music recordings etc. which students can use for their lesson on culture dissemination.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

For practice teaching, the class is divided into 10 groups of 10 students each. Each group has about 3-4 practicing schools assigned to them. At the beginning of each academic year, *students meet the school authorities to seek permission for practice lessons*. Students visit the schools in rotation. They collect their individual lesson units from the school teachers. When collecting units, *students also inquire about the previous knowledge of the school pupils* and of any other specifications which they have to bear in mind. The students then prepare their individual lesson plans and submit them to their mentor teachers for guidance. When college faculty visits the schools for evaluation of practice lessons, they also receive *verbal feedback from the teachers regarding the performance of the teacher trainees*. This feedback is then used for further improvement and the cycle of on-going formative evaluation continues.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

Student teachers are divided into groups of ten. These ten students have 3-4 schools under for their practice lessons. Thus the ratio of student teachers to identified practice-teaching schools is approximately **3:1**. The 3-4 schools that are assigned to each group are located close to one another. This facilitates the collection of lesson units by students. Also, the College schedules practice teaching on three days of the week, therefore students can decide to visit a particular school on only one day of the week. This works to the advantage of both the students and the school authorities because most schools find it difficult to accommodate students for practice lessons on more than one day of the week.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Feedback is part of the formative evaluation that is a distinctive feature of the B.Ed programme at STIE. Feedback is given both formally and informally. Every activity that the students participate in is evaluated through constructive feedback.

- **Practice Lessons**: After every practice lesson, micro, macro as well as simulated, the staff members fill up a comprehensive checklist that describes the performance of the student in that lesson. Students are also counseled on the measure they could employ to improve their teaching skills. *Peer feedback is also encouraged.*

- **Mentor teachers:** The *mentor teachers* assigned as guides to students keenly *monitor the progress of each student under their care* as they advance in their practice teaching programme. Students are motivated and challenged to experiment and innovate with each lesson.
 - **Examinations:** The students have periodic examinations and essays. Their papers are evaluated and shown to them. *The papers do not show students any marks as indicators of performance; instead remarks and comments are made on each paper.* This does away with unnecessary competition and also serves as a personal yardstick for students' appraisal. Students who fare poorly are also given an opportunity to re-appear for their exams.
 - **Curricular and Co-curricular Activities:** Lectures are constructed keeping students interests and needs at the fore. Student participation is encouraged and appreciated. *After every co-curricular activity the Principal and staff review the students' presentations and complement or correct them on the same.* Thus continuous comprehensive formative feedback becomes a way of life at STIE.
4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?
- **Individual Meetings:** At the beginning of each year students in each practice teaching group meet the school authorities and obtain information on the policy directions and educational needs of the school. During the Internship programme, students work in close collaboration with the school authorities which further acquaints them with the educational needs of the school.
 - **Feedback questionnaires:** At the end of each year, the College sends out a questionnaire to schools to gauge the performance of the students in the previous year as also to know the areas in which the faculty could provide some form of expertise to the school. (Refer to Appendix 4-I)
 - **Syllabus Orientation Programmes:** The College faculty also occasionally attend the syllabus orientation programmes held by the Education Department. The proceedings of the meetings are then shared with the students in College.
5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?
- **Orientation Programmes:** The faculty attend orientation programmes and refresher courses organized by the University and the Education Department to update themselves with the latest developments in school subjects and teaching methodologies.

- **ABE Meetings:** The College is a member of the ABE which runs several schools and colleges in Mumbai. Representatives from ABE schools meet regularly to discuss developments and changes in education. The Principal attends these meetings and conveys their concerns' to the staff and students.
 - **Alumni Meetings:** The Alumni are a valuable resource to help the College connect with the recent developments in school subjects and teaching methodologies. The Alumni share a good rapport with the Principal and staff of STIE. They are occasionally invited by the college to conduct sessions for the staff and students on some of the innovative practices that they would like to share.
 - **Research-based Approach:** The staff at STIE *adopt a pro-active stance*, they are constantly reading and learning about new methodologies that could make teaching-learning transactions more effective. These new pedagogies are then implemented in the classroom and then reflected upon and evaluated.
 - **Seminars & Workshops:** The faculty very often organize seminars and workshops both for the students and for members of the local teaching community. Educationists of caliber and other experts are invited as resource persons. During these interactions, the school and college teachers are also given a chance to share their perspectives through paper presentations. Thus the faculty and students learn a lot about new developments through these seminars. The faculty are also encouraged to attend seminars and workshops held in other colleges.
 - **Rapport with School Personnel:** The College faculty share a good rapport with teachers of various schools, these interactions again provide an understanding of the educational needs of the schools which is in turn conveyed to the student teachers
6. What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)
- **Staff Appraisal:** The staff are required to submit a self-appraisal report each year, they are also individually evaluated by the students through the TAQ. These reports are analyzed by the Principal who then individually counsels each staff member. The purpose of this entire exercise is to increase the efficiency level of the staff thus contributing to the overall quality enhancement of the college.
 - **Professional Development:** The staff are relieved from their regular duties and allowed to attend UGC sponsored orientation and refresher courses as stipulated by the UGC. The staff are also encouraged to undertake major and minor research projects and

publish scholarly articles. Two staff members viz. Mrs. G. D'Souza and Sr. T. Waghmare were awarded a fellowship under the Faculty Improvement Programme of the UGC.

- **Rotation of Portfolios:** The staff participate in the planning and organization of many college activities, they shoulder diverse responsibilities. This widens their perspective and increases their competence and confidence.

7. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution *doesn't have any formal mechanism* to reward and motivate staff members. Informally the staff are thanked and appreciated for their endeavours but no documentation is done of the same.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

- **Mentoring of Students:** The practice of mentoring students helps a great deal in overcoming barriers to student learning. The Principal and staff take individual interest in each student. Their learning difficulties are identified and addressed with empathy and dedication.
- **Focus Groups:** Most activities at STIE are conducted in groups of ten students. Each group is under the direction of a particular staff member. Groups rotate and move to different staff members for various tasks during the year. Working in small groups gives students personal attention and also increases their comfort level. They get adequate opportunities to express themselves, develop their strengths and work on their weaknesses.
- **Constructive Criticism:** The Principal and staff critique every activity that the students partake in at STIE. The evaluation is always done with a view to motivate and encourage the students. Hence the criticism provided is always constructive and formative in nature.
- **Well-maintained Infrastructure:** The college environment is healthy and hygienic. There is good ventilation and lighting, the furniture is also well maintained. This creates a conducive learning environment which facilitates student learning. Also students can use the library after college hours for private study.

- **Access to Technology:** The classrooms are equipped with OHP & LCD projectors and computers. The main lecture hall also has the internet facility. This helps in making lectures interactive and more effective with the incorporation of technology. This shuts out monotony and makes learning exciting.
 - **Student Feedback:** Peer feedback is an integral part of the teaching-learning at STIE. Students are groomed to learn from one another and help each other. Students are also asked for their feedback on the programmes conducted in college. At the end of each year, students undertake a SWOT analysis of the institution as also an assessment of the teaching staff. This helps in identifying and rectifying barriers to students learning.
 - **Teacher Quality:** The staff at STIE are recruited only if they possess the required qualifications to be appointed as lecturers. The staff also have to appear for an interview before a selection committee. Thus the Institution ensures that teacher quality is not compromised. Once selected the Principal and the senior staff work to groom the juniors to take on their responsibilities in keeping with the culture of the college.
 - **Periodic Reviews:** The staff meetings convened by the principal every week are another conscious effort towards eliminating barriers to student learning. The progress of the students is assessed and plans for the future laid out.
 - **Remedial Programmes:** The barriers to student learning once identified, prompt the principal and staff to structure remedial programmes to overcome them. For example if students have difficulties in teaching the English method at the higher level, they are counseled to take up English as method at the lower level in Marathi- medium schools. Peer-tutoring is also another remedial measure adopted by the College.
2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning? The evaluation processes for assessing student learning are as follows:

THEORY–EXTERNAL ASSESSMENT (500 Marks)	PRACTICUM–INTERNAL ASSESSMENT (500 Marks)
<p>a) 5 papers X 100 marks each</p> <p>b) Candidates will be examined in the following subjects:</p> <p>PAPER I : Foundations of Education</p> <p>PAPER II : Educational Psychology</p> <p>PAPER III : Educational Management and Educational Evaluation</p> <p>PAPER IV : Information and Communication Technology in Education and Special Fields.</p> <p>SECTION 2 : Any one of the following fields</p> <ol style="list-style-type: none"> 1. Action Research 2. Education for Rural Development 3. Environmental Education 4. Guidance and Counselling 5. International Education 6. Inclusive Education 7. Computers in Education <p>PAPER V : Two special methods (any two of the following)</p> <ol style="list-style-type: none"> 1. Marathi 2. English 3. Hindi 4. Gujarati 5. Urdu 6. Sanskrit 7. History 8. Geography 9. Economics 10. Commerce 11. Science 12. Mathematics 13. Psychology 14. Sociology 15. Philosophy 16. Political science 	<p>i) Practice Lessons (250 Marks)</p> <p>i) 4 Micro-skill Lessons and 1 Integrated lesson (Bridge) compulsory (No Marks)</p> <p>ii) 4 Simulated Lessons (Role play, Games, Models of teaching, Creative techniques) (4x5) = 20</p> <p>iii) 2 Computer Assisted Presentation mode (One in each Special method) (10x2) = 20</p> <p>iv) 20 practice Lessons of 10 marks each. (10x20)= 200</p> <p>v) Unit Planning, Preparation of Unit Test, Administration of Unit Test, Scoring & Marking in a one special method. 10</p> <p>ii) Practical work (50 Marks)</p> <p>a) Research- based Individual Project-Work (20 Marks internal guide) (10 marks viva-voce by other staff member of the same college) 30</p> <p>b) Seminar Presentation (in any one paper) 10</p> <p>c) One Co-curricular activity Preparation and presentation encompassing core-elements of NPE. 10</p> <p>iii) Year's work (200 Marks)</p> <p>i) Two Terminal Examination 140</p> <p>ii) Open Book Examination 10</p> <p>iii) One Essay per section in each theory paper 50</p>

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

- **Practice Lessons:** When students draw up their lesson plans, they are expected to get them reviewed by their individual guides. The guides carefully study the plan and offer constructive suggestions, students are then required to rewrite their plans keeping the suggestions offered by the guide in mind. The practice lessons are evaluated by a staff member using a comprehensive checklist that provides for assessment of the varied components of the lesson. The students are also given verbal feedback and suggestions on enhancing the quality of their lessons. Peer feedback is also encouraged. Students are expected to make note of these observations and use them to improve their practice teaching.
- **Essays:** The students have essays in each paper. These essays are evaluated by the staff and the papers shown to the students. Those who fare poorly are given an opportunity to re-appear for the essay.
- **Mid-term Tests:** The mid-term test papers are also assessed by the staff and shown to the students. Marks are not put onto the answer papers, but remarks are put to help students understand their strengths and weaknesses. The best papers are also photo-copied and filed in the library for the benefit of the students. The Staff give students advice on organization and presentation of content for better evaluation outcomes.
- **Projects:** Students have individual guides for their project work. The staff student ratio is always 1:10 to enable staff members to give personal attention to each student. Students submit their rough drafts which are evaluated successively by the staff before the final copy is ready for submission. Students are also given the option of submitting their rough drafts online via the e-mail. Staff provide their e-mail addresses to the students for the same.

4. How is ICT used in assessment and evaluation processes?

ICT is not used much in assessment and evaluation processes except for the fact that students are expected to submit their projects in a computerized format. Prior to their final submission, students can submit their rough drafts to the staff through soft copies or use the online mode and submit the same through e-mail. All internal marks of the students are computerized using Microsoft Excel.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

- **Innovations in teaching/learning:** The significant innovations in teaching/learning would include practices such as co-operative learning strategies, constructivist approach to teaching, Socratic seminars, team teaching, e-learning strategies, debates, use of various models of teaching and individual and group project work. The endeavour is to make teaching learning an enjoyable process, hence much effort is made by the faculty to include multi-media presentations and to make learning student-centred and activity-based. The co-curricular activities incorporated into the curriculum offer the students opportunities for freedom of expression and serve as catalytic agents to draw out their creativity and inherent talents. Community networking through the adult and continuing education project, organization of seminars, guest lectures, community service programmes and field visits sensitize students to the contextual nature of teaching as also to understand the challenges posed by globalization. The emphasis given to learning of handicrafts etc. is another significant innovation as it helps student develop their aesthetic sense as also creates an appreciation among them for the beauty and diversity of our Indian culture. It also helps students respect the artisans and craftsmen of the country who might not have great education but are nevertheless custodians of our rich Indian heritage.
- **Innovations in Evaluation:** The open book exam based on the *case study approach* which brings to the fore the *analytical skills* of the students is a significant innovation in evaluation. Another best practice followed by the institution is the manner in which exams are conducted. Students are given a *day's break in between each paper* to enable them to prepare better. Also the College holds *two sets of prelims* for the benefit of the students. The comprehensive and continuous formative evaluation that accompanies every task undertaken at STIE is another commendable feature. Also the student mentoring programmes followed by the Principal and staff contribute to developing the latent potential within each student thus helping them discover their intrinsic self-worth. The *credit-based Honours Programmes* gives students incentives to be regular and diligent with their assignments at STIE.

3. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The periodic reviews and the weekly meetings held by the Principal and staff help to reflect on the best practices in teaching and learning. The staff share their success stories with one another through informal conversations and friendly interactions. The positive vibes

amongst members of the staff add to the motivation to innovate and experiment. The comprehensive SWOT analysis conducted at the end of each year further throws light on the best practices of the institution, these are deliberated upon, re-structured and carried forward to the next year.

Additional Information to be provided by Institutions Opting for Re -accreditation/Re -assessment

- 1 What are the main evaluative observations/ suggestions made in the first assessment report with reference to teaching learning and evaluation and how have they been acted upon?

The main evaluative observations made in the last report with reference to teaching learning and evaluations were as follows:

- *The college does not provide for a centralized 'media' facility for the preparation of audio visual aids. It may be desirable to develop a centralized audiovisual facility for easy access of equipment both to the teachers and the students.*
- *It is suggested that E-media as aids to teaching school children by student-teachers, could be used.*
- *Participatory methods of teaching-learning transaction could be used to motivate and for productive interaction.*
- *Faculty improvement programmes, leading to higher qualifications for faculty are also suggested.*

These have been acted upon as follows:

- **Constructivist Approach to teaching/learning**: The constructivist approach which is student-centred is now a regular feature at STIE. As already stated earlier **participatory methods such as co-operative learning, team teaching, seminar presentations, conceptual systems approach, information-processing models, debates, movies, field visits and evaluation quizzes have come to replace the traditional lecture method.**
- **E-learning**: The **College now has a media-centre in the library** and a collection of audio-visual aids that students are encouraged to make use of for their lessons. The **CAI lesson** that each student has to prepare in each teaching method also works to make students more computer-savvy in these changing times.

- **Faculty Improvement Programmes:** The staff at STIE are now very research oriented **Six out of ten staff members are presently pursuing their Ph.D's. Two staff members were awarded a fellowship** under the Faculty Improvement Programme of the UGC for their doctoral studies. The Institute also holds seminars and encourages staff members to attend seminars in other colleges and present papers.

2. What are the other quality sustenance and enhancement measures undertaken by the Institution since previous assessment and accreditation?

Some of the other quality sustenance measures undertaken by the institution with regard to teaching-learning and evaluation since the previous assessment and accreditation are as follows:

- **Contextualized Curriculum:** The Contextualized Curriculum as already detailed in Criterion 1 is a major quality sustenance measure undertaken by the Institution to make teaching-learning relevant to the society in which we live.
- **Honours Programme:** The Honours Programme also detailed in Criterion 1 seeks to holistically mould the teacher trainees by integrating education of the head, the heart and the hand.
- **Action Research Programmes:** The action research projects which have been a regular feature at STIE, equip students with basic research skills which they could use in future to undertake self-reflective inquiry and improve their own practice.
- **Value-based Lessons:** The value-based lessons create an ethical consciousness within the students and impress upon them the responsibility that they have towards creating an egalitarian society.
- **Institution of the IQAC cell:** The IQAC cell has been working to review and improve the quality of teaching, learning and evaluation at STIE.
- **Open book Exams:** The open book exams which require students to analyze a case-study are a commendable feature in developing the thinking skills of the students.
- **Learner-centred pedagogy:** The innovative teaching practices followed by the staff at STIE serve as exemplars for the students who are inspired to practice the same in their own world of work.
- **Compilation of Model Answers:** The compilation of the best answer papers of the past students' prove to be of much assistance to the present students in giving them an overview of presentation and content organization skills.

CRITERION 3 : RESEARCH, CONSULTANCY AND EXTENSION



**Panel Discussion - Seminar on
Emotional Literacy**

Peace Rally at Shivaji Park

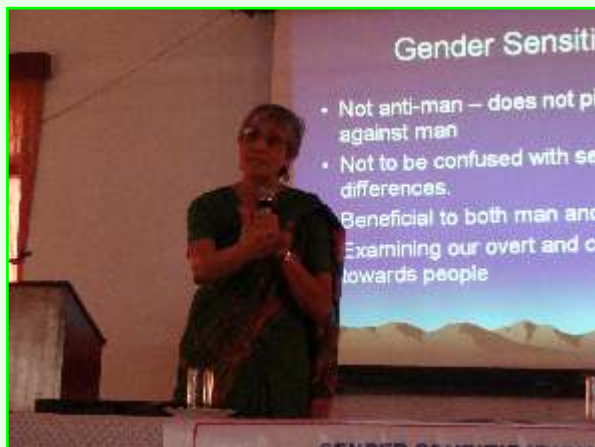


Cleanliness Drive

Miss Education Contest



Exhibition of Teaching Aids



Gender Sensitization Workshop

Syllabus Revision Meeting



Learning about Environmental Conservation

Criterion III : Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education? The College aims to foster a spirit of research mindedness in its staff and students. The following measures are initiated by STIE to cultivate research - mindedness in the staff.

- **Minor and major research projects**: The Principal frequently reminds the staff to undertake minor and major research projects in view of organizational and professional advancement.
- **Doctoral Research**: The faculty at STIE are encouraged to pursue their Ph.D. Six out of the ten staff are presently working on their Ph.D. Of these, two staff members have already submitted their theses and are awaiting their final viva.
- **Award of Fellowships**: Sr. T. Waghmare and Mrs. G. D'souza were awarded a fellowship under the UGC's Faculty Improvement Programme. They were entitled to leave of up to two years and received a research stipend of Rs. 15,000 per year.

2. What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized by the institution can be grouped into two categories as Research undertaken by the staff for their Ph.D and the individual research projects undertaken by the students each year.

- **Staff PhD's**: The staff are currently working in the areas of student stress, creativity, co-operative learning, linguistic development skills and Indian educational philosophy.
- **Students' Individual Research Projects**: The students have to do two individual research projects each year. These are as follows:
 - i. **Action Research**: Each year the students have to complete an individual action research project. The thrust areas prioritized by the institution for the same are as follows:
 - Issues of Environmental Relevance
 - Value-based Education
 - Bio-ethics
 - Media and Education
 - Dependence on coaching classes
 - Perceptions towards Inclusive Education
 - Co-operative learning
 - Cultural Awareness

- Guidance and Counseling
- Health-care Ethics

ii. **Adult Education:** As part of the Adult Education Programme, students have the option of undertaking ITP projects which require them to conduct a web-based study of pertinent social issues.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, the institution does encourage Action Research. Each student is supposed to conduct an Action Research study every year. The college decides on a broad theme and then a hundred individual action research projects are constructed around that theme. The topics chosen have already been listed in 3.1.2. Two very noteworthy projects undertaken by STIE during the last few years are as under:

- **A Cross-Cultural Introduction to Bio-Ethics:** In the year 2006, the *Eubios Ethics Institute, Bangkok* which is a subsidiary of UNESCO, brought out a textbook entitled- *A Cross Cultural Introduction to Bioethics*. The book was edited by Dr. Darryl Macer. The UNESCO authorities wanted to understand the perceptions of people worldwide to ethical issues as listed in the book which included topics such as environmental ethics, genetics, medical ethics, reproduction, neurosciences and social ethics. STIE in association with Sophia College jointly undertook this venture. Students were asked to integrate their lessons with some of the ethical concerns cited in the book. The students developed a teaching strategy for the same as part of an *action research project* and conducted a pre-test and post test to quantify their findings. These reports along with the *student feedback sheets* provided were sent to UNESCO for analysis and further action on their textbook. Another outcome of the venture (besides sensitizing students to the importance of bioethical issues) was the *College Annual Day* wherein the *play* that was put up also focused on the bioethical issues.
- **Value-based Assemblies:** In keeping with the research concerns listed on the NCTE website, the college initiated an action-research project on *value-based assemblies* in 2007. The students prepared interactive assemblies and conducted the same in their practice teaching schools. The students conducted a pre-test and post test to evaluate how successful they were in disseminating positive values among the children. This analysis constituted the Action Research Project Report. A major outcome of this project was that *each individual student prepared a child-centered interactive assembly* comprising of an inspirational skit, story and the like. These assemblies were very much appreciated by the principal, teachers and students of practice teaching schools.

4. Give details of the Conference / Seminar / Workshop attended and / organized by the faculty members in last five years.

NAME FACULTY MEMBER	Title of Seminar/Paper Presented	ORGANISER	DATE
Ms. Giselle D'souza	1. Honing for Excellence : Leadership and Communication Skills.	K.J. Somaiya College of Science and Commerce	28 th – 29 th January 2005
	2. Empowering Women: An approach Towards attainment of Millennium Development Goals	S.I.E.S College of Commerce and	4 th February, 2006
	3. Quality Concerns and Issues, best Practices in Teacher Education and Post Accreditation Strategies (Presented a paper on cent Percent student Participation in co-curricular activities – A means to identify and develop innate Talents).	St. Xavier's Institute of Education	11 th – 12 th March 2005
	4. Innovative Practices in Teacher Education (Presented a paper on Towards the promise Of an inclusive World)	Department of Education University of Mumbai.	23 rd – 24 th March 2006
	5. Statistical Package of Social Science	Bombay Teachers Training College	26 th – 29 th July 2006
	6. First UNESCO Mumbai Bioethics Education Workshop (Presented a paper titled Medical Ethics)	Sophia Polytechnic	19 th August 2006
	7. Towards Excellence in Teacher Education (Presented a paper titled opening the Gates In Teacher Education –Be the change to see the Change).	Department of education, University of Mumbai.	17 th – 19 th January 2007
	8. Reinventing Education for Quality Sustenance (Presented a paper titled Be the charge to the change)	Chembur comprehensive college of Education	5 th – 6 th February

	<p>9. Futuristic learning Environment (Presented A paper titled charge teacher's role to accomplish goal).</p> <p>10. Emotional Literacy Heart Centered Education (Presented a paper titled Nurturing Emotional Literacy – Modeling the Art of Reading the Heart)</p> <p>11. Instructional practices for Excellence in Higher education</p> <p>12. Innovative Practices for Excellence in Higher Education</p> <p>13. Refresher Course in Fostering Inclusion : Innovative Strategies and Practices</p> <p>14. Refresher Course in Education</p> <p>15. Refresher Course in Education and Psychology.</p>	<p>Department of Education, University of Mumbai.</p> <p>St. Teresa's Institute of Education</p> <p>Department of Education, University of Mumbai</p> <p>Nirmala Niketan College of Home Science.</p> <p>SNDT Women's University Mumbai</p> <p>UGC Academic staff College, University of Mumbai</p> <p>UGC Academic staff College, University of Mumbai</p>	<p>24th – 26th March 2008</p> <p>28th – 30th July 2008</p> <p>20th – 21st March 2009</p> <p>16th – 17th January 2009</p> <p>21st March 2005 – 13th April 2005</p> <p>29th Sept. 2006 – 19th October 2006</p> <p>29th Sept 2008 – 18th October 2008</p>
Sr. Tanuja Waghmare	<p>1. Women's Empowerment'</p> <p>2. Innovative Practices in Teacher Education</p> <p>3. Rethinking Academic Excellence & Value Imperatives for Quality in Higher Education</p> <p>4. Statistical Package of Social Science</p> <p>5. First UNESCO Mumbai 'Bio-Ethics' Workshop</p> <p>6. Values :- A Multidisciplinary approach'</p>	<p>S.I.E.S College of commerce & Economics</p> <p>Dept. of Education University of Mumbai</p> <p>Christ college, Bangalore</p> <p>B.T.T.C Mumbai</p> <p>Sophia Polytechnic</p> <p>St. Xavier's Institute of Education</p>	<p>11th – 12th Feb. 2005</p> <p>11th – 12th March 2005</p> <p>4th February 2006</p> <p>23rd – 24th March 2006</p> <p>4th – 6th May 2006</p> <p>26th – 29th July 2006 19th August 2006</p>

	7. Quality concerns & Tissues, Best Practices in Teacher education & Post – Accreditation strategies	St. Xavier's Institute of Education	20 th – 23 rd March 2009
Ms. Roselle Aranha	1. Values : a Multidisciplinary Approach	St. Xavier's Institute of Education	11 th – 12 th February 2005
	2. Value Education	K.J. Somaiya college of Education	24 th – 25 th February 2006
	3. Inclusive Education of the Hearing Handicapped	A.Y.J.N.I.H.H.	6 th – 8 th March 2006
	4. Safeguard your voice	A.Y.J.N.I.H.H.	24 th March 2006
	5. Research Methodology	K.J. Somaiya Comprehensive college of Education Training & Research	11 th – 14 th March 2006
	6. Inclusive Education – Building bridges for An Inclusive World (Paper: The need for collaboration & creativity)	St. Xavier's Institute of Education	15 th – 16 th March 2007
	7. First UNESCO, Mumbai Bio-Ethics Workshop (Paper : Research – projects in Bio- ethics)	Sophia Polytechnic	19 th August 2006
	8. Leadership in Education – Empowering teachers	K.K. College of Education	14 th – 15 th February 2008
	9. Discipline with Dignity (Paper Reinventing schools, building communities)	St. Teresa's Institute of Education	2 nd – 3 rd April 2008
	10. Institutional effectiveness – Dimensions Of empowering educational leaders in Higher Education	Christ College, Bangalore	28 th – 30 th April 2008
	11. Autism & Dyslexia – Early Detection & Holistic Management	St. Teresa's Institute of Education	11 th February 2008
	12. Emotional Literacy: Heart centred Education	St. Teresa's Institute of Education	28 th – 30 th July 2008
	13. Gender Sensitization	St. Teresa's Institute of Education	15 th February 2009

	14. Online Learning – opportunities and challenges	K.K. College of Education	6 th – 7 th March 2009
	15. Reforms in Higher Education	University of Mumbai	21 st March 2009
	16. Co-operative learning	H.J. College of Education	27 th September 2008
	17. Academic decentralization through autonomy : from theory to practice	Vaze College of Arts, Science & Commerce	23 rd March 2009
	18. Dyslexia Awareness and Management	Health & Education trust St. Teresa's Institute of Education.	11 th February 2009
	19. Orientation course	UGC Academic staff College	18 th February – 18 th March 2008
	20. Refresher course in Education & Psychology	University of Mumbai	18 th October 2008
Ms. Sheela Philip	1. Women's Empowerment – U.G.C Sponsored state-level seminar	Royal College of Arts, Science, commerce	4 th – 5 th February 2005
	2. Values U.G.C sponsored state level seminar	St. Xaviers Institute of Education	11 th – 12 th February 2005
	3. Computer Based functional Literacy - a Workshop	D.A.C.E.E. University of Mumbai	22 nd February 2005
	4. Culture correlation – a National level seminar	Chembur Comprehensive college of Education	June 20 th – July 6 th 2005
	5. Inclusive Education - a National level seminar	A.Y.J.N.I.H.H.	6 th – 8 th March 2006
	6. Safeguard your voice- a National Symposium Academic Excellence: Value Imperative – a National Seminar	A.Y.J.N.I.H.H.	24 th March 2006
	7. Sensitizing and equipping Teacher trainees to correlate classroom teaching with culture: A Personal success story – Paper presented	Christ College, Bangalore	4 th – 6 th May 2006

8. Bio-ethics : Medical Ethics a workshop in collaboration with the UNESCO & Sophia polytechnic, Mumbai. (Presented Paper titled)	St. Teresa's Institute of Education	19 th August 2006
9. Revision of Blooms Taxonomy of Educational objectives – Local level workshop	Department of Educational technology S.N.D.T Women's University	9 th September 2006
10. Gender Equality and the Indian Republic - a National level seminar.	Women Development cell, University of Mumbai	17 th – 18 th November 2006
2. Discipline with dignity : Reinventing schools, building communities (Presented paper titled 'Discipline & the Pareto principle'.	St. Teresa's Institute of Education	2 nd – 3 rd April 2008
12. 'Emotional Literacy: Heart- centered Education – a National level seminar – cum- Workshop (Presented Paper titled 'clash of Quotients')	St. Teresa's Institute of Education	28 th – 30 th July 2008
13. 'Gender sensitization - a Local Level seminar- cum-workshop.	St. Teresa's Institute of Education	15 th January 2009
13. Instructional design: Theory & Practice' – Local level seminar –cum- Workshop.	Dept. of Education University of Mumbai.	18 th February 2008
15. Academic Decentralization through Autonomy : from Theory to Practice' – a State Level conference.	V.G. Vaze college.	18 th March 2008
16. Orientation Programme	UGC Academic staff College, University of Mumbai	18 th February 2008 – 18 th March 2008
17. Refresher course in Globalization, Governance, Society Interface: Issues & challenges.	University of Mumbai	27 th January 2009 – 10 th February 2009

Ms. Cindrella D'Mello	1. Creative Arts	Faber Castell at Guru Nanak College of Education and Research Bhandup	5 th December 2007
	2. Leadership in Education – Empowering Teachers	Smt. Kapila Khandwala college of Education	14 th – 15 th Feb. 2008
	3. Discipline with Dignity – Reinventing schools, building communities (Presented a paper on Preventive, supportive and corrective Practices to classroom discipline.)	St. Teresa's institute of Education	2 nd – 3 rd April 2008
	4. Emotional Literacy: Heart centered education (Presented a paper on Towards Developing Emotionally intelligent classrooms)	St. Teresa's institute of Education	28 th – 30 th July 2008
	5. Capacity Building in Teacher Education (Presented a paper on Transformation through Global networking)	Somaiya comprehensive college of Education, Training and Research.	20 th – 21 st March 2009
	6. Gender Sensitization	St. Teresa's institute of Education	15 th January 2009
	7. Multiple Intelligence	Grurukrupa college of Education and Research	3 rd April 2007
Ms. Cerena Dias	1. Participated in seminar on 'Towards Excellence in teacher Education' (Presented paper titled 'Professional Development of Teacher Education towards Excellence)	University of Mumbai	19 th January 2007
	2. Participated in seminar on Futuristic learning Environment (Presented paper titled 'Nature of Futuristic learning with respect to Mobile learning)	University of Mumbai	26 th March 2008
	3. Participated in seminar on 'conducting and Guiding Research'	Department of Education University of Mumbai	9 th – 11 th July 2008

	<p>4. Participated in seminar – cum- workshop on ‘Emotional Literacy Heart centred education’.</p> <p>5. Participated in seminar on ‘empowerment of Indian women in the contemporary world – Role of media in women empowerment’</p> <p>6. Participated in a Seminar-cum-Workshop on ‘Discipline with Dignity – Reinventing schools, building communities (Presented paper titled Discipline - A way of life)</p> <p>7. Participated in a seminar-cum- workshop on ‘Gender Sensitization’</p> <p>8. Participated in seminar on ‘Online learning’ opportunities and challenges</p> <p>9. Participated in seminar on ‘Reforms in Higher Education</p> <p>10. Participated in seminar on ‘Women & Legal/Property Rights’</p> <p>11. Participated in seminar on Gender and caste – Interface & issues</p>	<p>St. Teresa's Institute of Education</p> <p>Nagindas Khandwala college of commerce, Arts & Management studies</p> <p>St. Teresa's Institute of Education</p> <p>St. Teresa's Institute of Education</p> <p>Smt. Kapila Khandwala college of Education</p> <p>University of Mumbai</p> <p>Indian Merchants chamber</p> <p>University of Mumbai</p>	<p>28th – 30th July 2008</p> <p>15th – 16th Feb. 2008</p> <p>2nd – 3rd April 2008</p> <p>15th January 2009</p> <p>6th – 7th March 2009</p> <p>21st March 2009</p> <p>15th March 2008</p> <p>2nd – 3rd January 2009</p>
Ms. Sonia Almeida	<p>1. Towards Excellence in Teacher Education (Presented a paper on Professionalism in Teacher Education)</p> <p>2. Futuristic Learning Environment (Presented a paper on M-learning as one of the modes in Futuristic learning)</p> <p>3. Discipline with Dignity- Reinventing schools, building communities (Presented paper on Discipline a way of life)</p>	<p>Department of Education, University of Mumbai</p> <p>Department of education, University of Mumbai</p> <p>St. Teresa's Institute of Education</p>	<p>19th – 20th January 2007</p> <p>26th – 27th March 2008</p> <p>2nd – 3rd April 2008</p>

	<p>4. Emotional Literacy – Heart centered Education (Presented a paper on Building up emotional Intelligence–EQ in students)</p> <p>5. Quality in Higher Education</p> <p>6. Gender Sensitization</p> <p>7. Innovative Practices for Excellence in Higher education</p> <p>8. Instructional Design – Theory and Practice</p>	<p>St. Teresa's Institute of Education</p> <p>Shri. M.D. Shah Mahila College of Arts and Commerce</p> <p>St. Teresa's Institute of Education</p> <p>College of Home Science – Nirmala Niketan</p> <p>Department of Education University of Mumbai</p>	<p>28th – 30th July 2008</p> <p>8th January 2009</p> <p>15th January 2009</p> <p>16th – 17th January 2009</p> <p>20th – 21st March 2009</p>
Mrs. Radhika Vakharia	<p>1. Participated in a National level seminar on 'challenges and choices. Education in a Globalizing world'.</p> <p>2. Participated in a conference on 'Innovative Practices in Teacher Education. (Presented paper titled'</p> <p>3. Attended a Symposium on 'Domestic- Violence'.</p> <p>4. Arranged co-ordinated a Symposium titled "Rights & Childhood:teaching children'</p> <p>5. Participated in full day training programme on 'Charismatic teaching', conducted by society for Pedagogical sciences and Research, Mumbai.</p> <p>6. Participated in a UGC sponsored National seminar-cum- workshop on 'emotional Literacy Heart centered Education (Presented paper titled 'Work Ethics : Key to Organizational Success)</p>	<p>B.T.T.C. Mumbai</p> <p>Dept of Education, University of Mumbai.</p> <p>St. Xavier's Institute of Education</p> <p>Rizvi College of Education</p> <p>Rizvi College of Education</p> <p>St. Teresa's Institute of Education, Mumbai</p>	<p>24th – 25th January 2006</p> <p>23rd – 24th March 2006</p> <p>29th November 2007</p> <p>29th January 2008</p> <p>2nd February 2008.</p> <p>28th – 30th July 2008</p>

	7. Participated in a one day workshop on 'co-operative learning organized by H.J. college Education. 8. Participated in seminar-cum- workshop on 'Peace-Education' 9. Participated in one day seminar on 'Gender – sensitization'.	H. J. College of Education, Mumbai. Nirmala Niketan College of Social work, Mumbai. St. Teresa's Institute Education, Mumbai.	27 th September 2008 10 th – 11 th January 2009 15 th January 2009
Ms. Reshma Cusher	1. Senior Scholar Seminar Series 2008 2. Co-operative learning 3. Peace Education 4. Street Play 5. Gender sensitization	K.J. Somaiya comprehensive college of education, training and Research. H.J. College of Education Nirmala Niketan, college of Social Work. Smt. K.K. College of Education St. Teresa's Institute of Education	9 th January 2007 27 th September 2008 10 th – 11 th January 2009 9 th January 2008 15 th January 2009
Ms. Joan Lopes	1. First UNESCO Mumbai Bioethics Education Workshop 2. Reinventing Education for Quality Sustenance 3. Empowerment of Indian Women in the contemporary world- Array of approaches and strategies (Presented a paper on empowerment of Indian women in the contemporary world- Role of media in women empowerment) 4. Discipline with Dignity – Reinventing schools, Building communities. (Presented a paper on Discipline Invaluable for existence).	Sophia Polytechnic Chembur comprehensive college of Education Nagindas Khandwala college of Commerce, Arts and Management St. Teresa's Institute of Education	19 th August 2006 5 th – 6 th February 2007 15 th – 16 th Feb. 2008 2 nd – 3 rd April 2008

	<p>5. Emotional Literacy-Heart centered education (Presented a paper on emotional intelligence – Developing People Smart Strategies.</p> <p>6. Gender Sensitization – Violence Free families, society and work place.</p> <p>7. Capacity Building in Teacher Education. (Presented a paper on Capacity Building among teachers- the mission of Educational Institute).</p> <p>8. Gender and Caste-interface and Issues</p> <p>9. Quality in Higher Education</p> <p>10. Women and Legal / Property Rights</p> <p>11. Orientation Programme</p>	<p>St. Teresa's Institute of Education</p> <p>St. Teresa's Institute of Education</p> <p>K.J. Somaiya Comprehensive college of Education, Training and Research</p> <p>University of Mumbai women development Cell</p> <p>Shri. M.D. Shah College of Arts and Commerce.</p> <p>Indian Merchants' Chamber</p> <p>UGC Academic Staff College, University of Mumbai</p>	<p>28th – 30th July 2008</p> <p>15th January 2009</p> <p>20th/21st March 2009</p> <p>2nd – 3rd January 2009</p> <p>8th January 2009</p> <p>15th March 2008</p> <p>6th February – 7th March 2006</p>
Mrs. Spoty Karthik	<p>1. Introduction as a dynamic process in the classroom</p> <p>2. State level consultation an 'Instructional strategies and Models' (Presented paper titled 'co-operative learning in science-construction of a new learning environment for today's children</p> <p>3. Participated in 3rd National Teacher's Science conference (Presented paper titled co-operative learning in science-construction of a new learning environment for today's children</p> <p>4. State level workshop on 'Models of teaching</p>	<p>Dept of Education, University of Keral</p> <p>Peet Memorial Training college, Kerala</p> <p>National Science Teachers Association Mysore</p> <p>JBMCTE, Kerala</p>	<p>11th – 12th April 2004</p> <p>27th – 30th January 2006</p> <p>20th – 21st July 2006</p> <p>23rd – 26th January 2006</p>

5. International seminar on 'Holistic education in a technology driven era'	Mar Theophilus Training college, Trivandrum	7 th – 9 th March 2007
6. National level workshop on 'Research Methodology'	Titus II Teacher's college, Kerala	22 nd March 2007
7. Organised a state level seminar on 'Technology Integrated Pedagogy: Multiple Phases – acting as a program convener.	JBMCTE, Kerala	20 th – 21 st July 2006
8. Organised a state level workshop on 'Models of Teaching acting as a general convener.	JBMCTE, Kerala	19 th April 2004
9. Organized workshops for the B.Ed program of IGNOU- acting as Workshop Director	IGNOU- B.Ed Program, Kerala	1 st May 2004
10. Participated in National seminar on 'Futuristic learning environment.	Department of Education, University of Mumbai.	26 th March 2008
11. Participated in Seminar-cum-workshop on 'Discipline with Dignity- Reinventing schools, Building communities.	St. Teresa's Institute of Education, Mumbai	2 nd – 3 rd April 2008
12. Participated in Seminar-cum-workshop on 'emotional Literacy : Heart centered Education (Presented paper titled, 'Dealing with Emotions – An Emotional Literacy Programe')	St. Teresa's Institute of Education, Mumbai	28 th – 30 th July 2008
13. Participated in 'International Symposium on 'Quality in Higher Education'	Shri. M.D. Shah Mahila college of Arts and Science and Dowling college, New York.	8 th January, 2009
14. Participated in Seminar cum workshop on 'Gender-sensitization' sponsored by Education International, Canadian teacher's Federation and AIACHE	St. Teresa's Institute of Education, Mumbai	15 th January 2009

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The Instructional Material developed by STIE during three last years is as follows:

- **Teaching Aids:** Every student is expected to *prepare two teaching aids*, one in each of her teaching methods. Teaching aids range from charts, models to working models. These teaching aids have to be used by students during their practice lessons. They are also displayed during the Annual Exhibition and are later catalogued and carefully stored in the college for the benefit of the future students.
- **CAI Lessons:** Students have also to prepare *two CAI lessons* each year, again, one in each teaching method. Students are encouraged to use these lessons in their practice teaching schools. These lessons are compiled by the college and stored on master CDs subject-wise for each year in the library.
- **Simulated Lessons:** A reference hand-book on simulated lessons given by the students is available in the library.
- **Case Studies:** In keeping with the contextualized curriculum developed by the college, case-studies relevant to education *drawn from local newspapers, magazines, websites and educational journals* are compiled for analysis and discussion by the students during lectures for enhancement of conceptual skills.
- **Assemblies:** The students prepare their own assemblies to begin each day at STIE. *A hand-book of these assemblies* is also compiled and made available for student reference in the library.
- **Seminar proceedings:** The College recently conducted two seminars on *Discipline and Emotional Intelligence*. The proceedings of these two seminars were documented, published and sent to the participants and practice-teaching schools.
- **Tutorials:** The staff at STIE are consciously dedicated to the success of the students at the B. Ed examinations. To that end, the staff ensure that *elaborate lesson notes* are handed out to the students after each lecture; these tutorials are provided only as a support system to the students. The importance of library referencing is never undermined.

2. Give details on facilities available with the institution for developing instructional materials?
The facilities provided to the students can be grouped under two heads:

- **Training Workshops:** STIE conducts workshops for the students on *chart and poster preparation*. Students are given comprehensive training on preparing *CAI lessons*. As part of the Honors Programme, students are taught to make *puppets* which could be used as *instructional aids* especially for lessons in lower classes. Last year, the *science students attended a workshop at the Nehru Science centre* on the preparation of working models. The College also conducts a *workshop* for the students to teach them how to *develop a Unit test with the help of the blue-print*.
- **Infrastructure:** The College has a *work room* exclusively meant for students to *prepare their teaching aids*. The *computer lab* is also made available to students for preparation of their *CAI lessons*. The *library resources* can also be used by the students when preparing instructional materials. The library has a good collection of books on art, craft and preparation of other instructional materials.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

- **CAI Modules:** Teacher trainees are expected to prepare two CAI modules one in each of their teaching methods. Each lesson must have duration of about 35 minutes and must relate to a school topic. Trainees are encouraged to use these lessons in their practice teaching schools. The college has a *data bank of the CAI modules prepared by the students* over the last three years.
- **ITP Projects:** As part of the Adult Education Programme, the trainees use ICT to prepare their ITP (Information Technology Projects) wherein they download *information from 10 websites* on topics of social and educational relevance. This is then compiled in the form of a project report.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

- **Organized by the College:** The institution conducts the following workshops and courses for the students:-
 - Chart and poster preparation
 - Preparation of the blueprint for planning the unit test
 - S.U.P.W (Socially useful Productive work): The trainees prepare soft toys, artificial jewellery, tie and dye articles, Candles, glass paintings and ceramic work.

- Honors Programme: Students are trained in different skills like flower making, Warli painting, puppetry, book reviews and calligraphy.

➤ **Attended by the Staff:**

- Ms. Roselle Aranha and Ms. Cerena Dias attended a programme on *Online learning opportunities and challenges* conducted by K.K College of education.
- Mrs. Giselle D'souza, Mrs. Sheela Philip and Ms. Sonia Almeida attended a *workshop on instructional design* conducted by the Department of Education, Mumbai.

➤ **Training obtained by staff:**

- Ms. Roselle Aranha enrolled for and completed a *four credit Online course in Instructional Design* conducted by S.N.D.T University.

5. List the journals in which the faculty members have published papers in the last five years.

Nil.

6. Give details of the awards, honors and patents received by the faculty members in last five years.

Faculty members - Sr. Tanuja Waghmare and Mrs. Giselle D'souza were *awarded fellowships* under the Faculty Improvement Programme of the U.G.C to pursue their doctoral studies.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Nil

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

Consultancy is provided by the Institution as a whole and by Individual staff members. Details of the same are as under:

- **Institutional Level:** In the year 2006 the college hosted a *Bio-ethics seminar-cum-workshop* for teachers of the practice teaching schools. Each faculty member was a resource person to 3-4 practice teaching schools. The teachers of these schools worked on introducing bio-ethical awareness among the school students through their teaching and other related activities. The programme was conducted for a period of three months

and it concluded with a conference held at Sophia College which was attended by principals and teachers of ABE schools, eminent educationists, and representatives of UNESCO.

➤ **Staff Level:** The staff conduct workshops and orientation programmes for teachers of schools and colleges. Their contribution of each individual staff member is listed below:

- **Mrs. G. D'Souza:**

Conducted a workshop on statistical methods for ex-students enrolled for M.A in Education.

- **Mrs. S. Philip:**

Consultant to the SNDT University for setting the D.Ed. examination paper in 2006.

Works closely with the DACEE at the University of Mumbai and is field coordinator for the following colleges:

1. Ghanshyamdas Saraf College, S.V. Road, Malad (W).
2. Prahladrai Dalmia College, Malad (W)
3. Patuck – Gala College of Commerce and Management, Santacruz (E)
4. Gandhi Shikshan Bhavan's, Smt. Surajbha College of Education, Juhu (W).
5. Smt. Kapila Khandwala College of Education, Juhu (W)

- **Ms. Roselle Aranha :**

Mumbai coordinator for the Research Project on Bio-ethics undertaken by the College in collaboration with Sophia College and UNESCO in 2006.

Conducted a seminar for school teachers of the A/B ward on *Action Research* under the aegis of the Sarva Shiksha Abhiyan, November, 2004.

Conducted a *workshop on 'Multiple Intelligences'* for the teachers of Canossa Convent High School, Andheri (E), November 2008.

Conducted a *workshop on 'Multiple Intelligences'* for the teachers of Jesus and Mary High School, Pali, Vasai, November 2008.

Conducted a two-day *orientation programme* for the teachers of Gyan Mata Vidya Vihar, CBSE school, Nanded, June 2009.

- **Mrs. Joan Lopes:**

Member of the *advisory committee of the school board* of Fr. Stephen's Academy, Vasai.

Sub-editor of the magazine, 'Janparivar'

Closely associated with the literary activities in Vasai.

Conducted *lectures on Educational Management* for Deep Education Society's, A. I. E. College of Education, Boisar.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, the faculty members are competent to take up consultancy. Their areas of competency are put up on the web-site and are also listed below:

Ms. Giselle D'Souza	Stress Management & Teacher efficacy.
Ms. Roselle Aranha	Action Research, Educational Psychology, Creativity, Leadership, Music, Dramatics.
Ms. Joan Lopes	Educational Management, Educational Psychology
Ms. Sheela Philip	Environment & Ethical issues
Ms. Cindrella Nunes	Effective teaching of Mathematics, Use of ICT.
Ms. Cerena Dias	ICT, Computer technology, Psychology, Arts, Dance, Music.
Ms. Sonia Almeida	Computer technology, Statistical analysis used in evaluation, Research, Guidance, and Counseling New Methodologies in teaching – learning.
Ms. Spoty Karthik	Constructivism & Co-operative learning, Action Research.
Ms. Radhika Vakharia	Area of Adversity, Use of ICT, Co-operative learning.
Ms. Reshma Cusher	Action Research, Computers, Innovative Teaching methods in Mathematics.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The Bio-Ethics seminar organized by the staff for teachers of practice teaching schools was sponsored by the UNESCO and hence *no revenue was generated*. The consultancy services provided by the faculty are *not intended for monetary gains*.

4. How does the institution use the revenue generated through consultancy?

N.A

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

- **Outreach programmes:** The College encourages students to visit old age homes and children's shelters during Christmas and New Year to spread festive cheer.
- **Community service:** The students at STIE are required to complete 20 hours of community service. Students visit homes for the under-privileged and work with the care-givers there. This experience fosters empathy within the students.
- **Seminars:** The College holds *seminars for the teachers of the local schools and colleges*. Participating delegates are given the opportunity to present papers and deliberate on issues of educational concern. The college was also a *nodal centre for syllabus review meetings* and syllabus orientation programmes during the recent revision of the B.Ed. syllabus in 2008.
- **Rallying for Social Causes:** The Principal, staff and students of STIE participated in the *human chain and the peace rally* held to protest against the terror attacks of 26/11 and to show their solidarity and support for the unity of the nation. They made banners that conveyed messages of peace.
- **Extension Activities:** The Extension Activities undertaken by the college students in association with the DACEE help in *networking of colleges*, exchange of ideas and resources and instilling within the youth a sense of service to the nation and an awareness of the challenges that face the country.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

➤ **Community participation in Institutional Development:** The community participates in Institutional Development as follows;

- Eminent Educationists are members of the College LMC.
- Many Guest lecturers invited to the college are persons of excellence from the community.
- As part of the contextualized curriculum, the students have to go on various *educational visits*. The institutions and organizations they visit are part of the community. The experiences that the students come back with work to enrich the educational experience provided to them at STIE.
- The staff regularly attend the *UGC sponsored* orientation and refresher *courses*. The skills and knowledge they acquire through participation in these courses enhance their efficacy and help in institutional development.

➤ **Institution-Community Networking:**

- The *seminars hosted by the College* draw participants from various colleges and schools within the country, the staff also participate in seminars organized by other colleges.
- STIE is closely associated with the DACEE at Mumbai University. Students attend the *Adult Education Festival* each year, a faculty member works as field coordinator with other colleges.
- The College is an *examination centre for the B.Ed. exams* held by the University of Mumbai. *Staff members assess papers* and also set University papers.
- STIE has *library inter-linking facilities* with the H.J. College and the K.K.College, both colleges of education in the vicinity.
- The Principal is a member of the *LMC of several colleges* within the city. She is also a *member of the Board of Studies* for the faculty of education. She is the *V.C's nominee on the selection committee* for recruitment of staff in various colleges. She is also on the *LIC of the Mumbai University*.
- Alumni are actively devoted to the cause of education in various institutions across the city.

➤ **Institution- School Networking:**

- The Institution has the support of various schools in the city for *practice-teaching and internship*.
- The Annual *Campus interviews* draw a substantial number of schools to the institution for recruitment of its students.
- For the Annual exhibition, *teachers from the local schools are invited to judge the students' work*.
- *Principals of practice teaching schools provide valuable feedback* on the performance of the students and suggest areas of improvement.
- *The staff are invited as judges for the inter-school Science Exhibitions* organized at the ward level by the local authorities.
- Staff go as *resource persons* to schools and conduct training programmes for the teachers and students.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The Institution would like to take up the following activities for providing students with community orientation.

➤ **Institutional Research Project on Compensatory Education:**

An research project on the development of compensatory education packages in English and Maths for the students of Prabhodan Vidyalaya, a rural school in Ambatha, Maharashtra is on the anvil. This is a *joint venture with the Universal Education Programme*, run by the Jesuits. Sponsorship for the same is being sought.

➤ **Working for the Underprivileged:**

- Render educational services in a slum.
- Work with Municipal Schools.
- Link with NGO's and conduct awareness, literacy and medical camps.
- Conduct a rural camp in a village and provide welfare measures.

➤ **Organization of Inter-collegiate Events**

- Competitions
- College Festival
- Career Fairs

➤ **Community Awareness:**

- Street Plays
- Cleanliness Campaigns
- Outreach Programmes

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

➤ **Bioethical Awareness:** The Institution was engaged in a research-venture in Bio-ethics in collaboration with UNESCO & the Sophia Polytechnic, Mumbai in 2006. The details of this venture have already been spelled out in 3.1.3.

➤ **REAP Education:** The Reap Educational Enterprise is the brainchild of Dr. Fr. Trevor Miranda. REAP provided *education* to adults and children in slums *through the non-formal setup*. As part of their community service in the year 2007-2008, the students of STIE visited various REAP schools across the city and took classes for the children as well as the instructors there.

5. How does the institution develop social and citizenship values and skills among its students? Life at STIE provides students with numerous experiences to develop good social and citizenship values. Some of these initiatives are listed as under:

➤ **Development of Social Values:**

- Working together in groups for the *Talent Search, Micro-teaching and Simulated Lessons, Practice teaching, Internship, Core Elements* and other co-curricular activities.
- Co-operative Learning Strategies implemented during lectures.
- Peer-reviews of Practice Lessons

- Daily Assemblies
- Celebration of Inter-faith festivals.
- Peer-tutoring as part of remedial instruction
- Modesty in dress, speech and action.
- Awareness programmes on social issues
- Good communication skills.
- Sex Education Seminars.
- Anti-Ragging Cell
- Women's Cell

➤ **Development of Citizenship Values:**

- Celebration of National Festivals
- Singing of the National Anthem.
- Co-curricular Activities based on the core-elements stated in NPE, 1986.
- Democratic Election of the Students' Council.
- Community Service Programmes.
- Participation in peace marches and rallies.
- Educational Visit to the 'Discovery of India.'
- Culture Dissemination Lesson.

3.5 Collaboration

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The college has no linkage with any National Level organization. At the state- level, the college has been affiliated with the Department of Adult and Continuing Education and Extension for more than two decades. This linkage has resulted in the nurturing of strong bonds in the area of extension activities. The college has been pursuing projects related

to ITP, APY, PEC and SWS. All these activities have helped students improve their self worth and their understanding of contemporary society.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

- **UNESCO:** The Institution's association with UNESCO for the Bio-ethics Project in 2006 saw the college take a *lead in introducing bioethical awareness to schools* in Mumbai. The college faculty worked as resource persons to various schools that participated in the project. The students undertook Action research Projects based on bioethical concerns and also scripted the College Annual Day play to reflect the same.
- **HEAT:** The Health and Education Trust, London, U.K., is an NGO working for the *education of children with learning disabilities*. Each year experts from UK come and conduct a seminar on inclusive education for the students and staff of STIE and other interested colleges. The foundation also offers a *scholarship programme* to the teacher trainees to pursue a course in inclusive education in U.K.
- **Educational International, Canadian Teachers' Federation:** A one-day seminar on '**Gender-sensitization**' was conducted which dwelt upon *violence free families, society and workplace*. It encompassed social, cultural, and legal issues pertaining to gender. School teachers and children of nearby schools were also invited for the seminar. STIE received a grant of Rs.10000 from the federation for the same. Students put up skits on gender related issues. All participants were awarded with certificates.

3. How have the linkages if any contribute to the following? (Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publication, Student Placement)

The linkages contributed to:-

- **Curriculum Development:** The research conducted in the field of Bio-Ethics in collaboration with UNESCO, motivated the college to submit a *proposal under UGC Innovative Programmes Scheme* entitled "Bio-Ethics Education: A value oriented Approach to Science & Technology."
- **Teaching:** The trainees delivered *value based lessons* in the practice teaching schools *pertaining to different bio ethical values* mentioned earlier. They also conducted assemblies based on value based themes. During internship, the students have to prepare an *IEP for a student with learning disability*.

- **Research:** It fostered a *spirit of research mindedness* among the teacher trainees as they undertook Action-Research projects on various topics of bio-ethical concern. The effectiveness of the programme was assessed through student and teacher course and chapter feedback forms which were compiled and then sent to the UNESCO.
 - **Consultancy:** A seminar was organized by the faculty members for the teachers of practice teaching schools wherein the staff acted as resource persons & disseminated knowledge on various bio-ethical topics and provided guidance to the school teachers on how to pursue activities related to bio-ethics in their schools.
 - **Publication:** The project reports written by students were submitted to the UNESCO for publication.
 - **Student Placement:** HEAT initiated a scholarship for students to pursue further studies in Inclusive Education in U.K.
4. What are the linkages of the institution with the school sector? (Institute- school - community networking)
- The Institute is closely linked with the school sector for the purpose of *practice-teaching*.
 - The Institution conducts *training-sessions*, workshops for school teachers in different areas of their interest.
 - The Practice – teaching schools also link with the institution for the purpose of *campus interviews*.
 - Many of our *Alumni* are placed with the practice teaching schools.
 - The *UNESCO Bio-Ethics Round Table* was hosted by the college for schools in Mumbai.
 - School teachers are also invited to *evaluate the teaching aids* prepared by the teacher trainees.
 - During Internship, each trainee compulsorily delivers 2 *lessons* (one in each method) which are *supervised by the teachers* of the practice-teaching schools.
 - *School teachers attend seminars* organized by our institution and also present research papers.
 - The institution administered a '*performance appraisal questionnaire*' to the principals of practice teaching schools to invite their feedback and suggestions for its quality enhancement.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

The practice-teaching *schedule is drawn up in co-ordination* with school - authorities making necessary adjustments with respect to events such as examinations, unit-test, competitions sports, vacations and other events in the school calendar. The faculty interact with the teachers of practice teaching schools during their visit to the schools and seek their feedback on the trainees' performance.

6. How does the faculty collaborate with school and other college or university faculty?

➤ **Collaboration with Schools:** The collaboration of faculty with schools has already been mentioned earlier in 3.3.1 and 3.4.2.

➤ **Collaboration with Colleges/University:**

- The Principal is a member of the Board of Studies in Education, V.C's nominee on the selection committee for recruitment of staff. She is also on the LMC, LIC of colleges.
- The Principal was the *convener* of the committee for revision of the syllabus in the paper of Educational Psychology.
- Faculty members – Mrs. S. Philip, Mrs. C. D'Mello, Ms. R.Aranha were *members of syllabus revision committees* for the subjects of Philosophy, Sociology and Action Research in Education. All the staff members attended their respective syllabus orientation meetings held by the University.
- Faculty members – Mrs.G. D'Souza, Mrs. S. Philip, Ms. R.Aranha, Mrs. C. D'Mello and Mrs. J. Lopes *assess University papers*.
- Faculty members – Mrs. G. D'Souza and Ms. R. Aranha were *paper-setters* for the subjects of Educational Evaluation and Action Research for the B.Ed. examination in May 2009.
- Faculty member – Mrs. S. Philip has been appointed as the *Extension Work Field Co-coordinator* and is thus a part of the faculty of the Department of Adult and Continuing Education and Extension.
- The *seminars organized by the institution viz., Discipline with Dignity, Emotional Literacy-Heart Centered Education, Gender-Sensitization*, were attended by schools

teachers and college faculty. This provided a forum for widening horizons of knowledge, and initiating intellectual deliberations on social and educational issues.

- The college also hosted a meeting co-coordinating the activities of the *forum of Inclusive Education* in collaboration with Ali Yavar Jung National Institute of the Hearing Handicapped. Mrs.S Philip and Ms. R. Aranha were on the committee drawing up the draft syllabus for Inclusive Education.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years.

In an attempt to enhance the quality of research consultancy & extension activities during the last 5 years the college has adopted the following measures:-

- **Feedback proforma**: The Institute has designed a feedback proforma for performance appraisal, to understand/gauge the needs of industry and practice-teaching schools so that it could design consultancy and extension activities accordingly.
- **Staff Profile**: The Staff profile along with their areas of expertise has been *displayed on the college website* so that a wider audience could avail of their consultancy services.
- **Staff Consultancy**: The Staff are encouraged to take up consultancy programmes. They are given *concessions from College duty* when required to conduct sessions in schools and colleges.
- **Faculty development**: Faculty members are encouraged to *attend seminars*, workshops and refresher courses on research organized by other educational institutions for their *professional advancement*. They are also involved in planning seminars to be hosted by the College.
- **Research Projects**: The institution motivates its faculty to undertake minor and major research projects. Presently six faculty members are pursuing their *doctoral studies*. Two members have been awarded a teacher fellowship under the Faculty Improvement Programme of the U.G.C.

2. What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Good Practices in Research

- **Action Research Projects** taken up each year by students focus on topics of educational relevance. The College decides on one or two broad topics and a hundred individual Action Research themes emerge as off-shoots thereof.

Good Practices in Consultancy

- **Staff Consultancy**: Many of the faculty have been involved as *resource persons* in conducting seminars and workshops for other educational institutions.
- **Institutional Consultancy**: The College hosts seminars and training sessions for school and college teachers. The feedback proforma sent out to practice teaching schools seeks to assess the needs of the practice teaching schools that the college can cater to.

Good Practices in Extension

- **Adult Education**: All 100 students are enrolled in the Adult-Education programme, conducted by the University of Mumbai wherein they pursue the ITP,PEC,SWS,APY Projects.
- **Community Service**: Every student renders *20 hours of community service* at different centers for reaching out to the underprivileged sections of the society.
- **Outreach Programmes**: A Special Christmas Outreach Programme was conducted in December 2008, to bring in the spirit of Christmas with the less fortunate.
- **Hosting of Seminars**: The College organized a Regional seminar on 'Discipline with Dignity', a National Seminar on 'Emotional Literacy: Heart centered Education', and a one-day seminar on 'Gender-sensitization' for furthering professional growth.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?

The main evaluative suggestions made in the first assessment report were as follows:-

- *More faculty members need to pursue research.*
- *The Institution needs to engage in consultancy services.*
- *Higher courses in teacher education could accentuate interest in research.*

The following action has been taken:-

- **Individual and Institutional Research:** *At the individual level, six faculty members are presently pursuing their Doctoral Research studies*

The details are the same are as follows:-

Name of the staff Member	Title
1. Ms. Giselle D'souza	A study of stress in students of std. X in relation to their Academic self concept, self-efficacy & locus of control.
2. Ms. Radhika Vakharia	A study of Secondary school students Response to Adversity in relation to certain Psychological & Performance factors, in collaboration with Peak Learning Inc., USA.
3. Ms. Sheela Philip	A study of the relative effectiveness of school types by board affiliation in developing psycho-social variables.
4. Ms. Spoty Karthik	Co-operative learning as a facilitator for creative realization of the physical science curriculum of the secondary- syllabus of kerala state board.

- | | | |
|----|---------------------|--|
| 5. | Sr. Tanuja Waghmare | Development of a Programme for enhancing skills in English Composition of students of Std. IX. |
| 6. | Ms. Joan Lopes | A Critical Study of Educational values reflected in Sane Guruji's Literature. |

At the Institutional level: A research initiative on Compensatory education for rural children is on the anvil.

- **Consultancy Services:** *Faculty members* are rendering consultancy services. These details have been provided in 3.3.1. Need-based *seminars and workshops* are arranged.
- **Higher Courses in teacher education:** The institution *could not conduct* the **M.Ed or M.Phil** courses due to a turnover of senior staff on account of retirement. Of the present staff, Mrs. G. D's'ouza is the senior most having been with STIE for the last ten years. Mrs. J. Lopes has also been with the Institution for the same period of time, but her appointment has not been regularized for want of NET/SET qualifications. Mrs. S. Philip and Ms. R. Aranha have completed five years at STIE. All the other staff have about two years or less experience. Also, the staff haven't yet acquired their Ph.D's, though as stated earlier a majority of them are diligently working on their doctoral research. Hence the Institution could not start higher programmes such as the M.Phil or M.Ed. The Institution does however intend to do the same and also start diploma courses in the near future.

The Principal is actively working on obtaining permission from University authorities.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

- An attempt to *foster to research mindedness in staff and students*.
- An attempt to motivate the staff to *extend consultancy services* in the field of education.
- To sensitize staff & students to the needs of their less fortunate through value based assemblies, talks by N.G.O's.

All these details have already been spelled out in the answers to the questions in this criterion.

CRITERION 4 : INFRASTRUCTURE AND LEARNING RESOURCES



Administrative Office



Library



Computer lab



STIE Campus



Gymnasium



Playground



Parking space



Digital Library



Indoor Games

Main Lecture Hall



Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

- 1) Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The Institution does have infrastructure as per NCTE norms. An overview of the same is provided in the table below. The master plan of the building is attached as **Appendix 2.**

Physical Infrastructure:

Sr. No.	Prescribed requirements	At STIE	Area (sq. mts.)
1.	Two classrooms	✓	79.94
2.	Multipurpose hall with seating capacity of 200 and a dias (2000 sq. ft)	✓	187.40
3.	Library-cum-Reading Room	✓	222.74
4.	ICT Resource Centre	✓	33.45
5.	Psychology Resource Centre	✓	44.59
6.	Art and Craft Resource Centre	✓	26.75
7.	Health and Physical Education Resource Centre	✓	13.83
8.	Science and Mathematics Resource Centre	✓	24.52
9.	Principal's Office	✓	22.25
10.	Staff Room	✓	24.52
11.	Administrative Office	✓	22.34
12.	Visitors Room	—	—
13.	Girl's Common Room	✓	30.67
14.	Seminar Room	—	—
15.	Canteen	✓	10.80
16.	Separate Toilet facility for Girls	✓	19.60
17.	Parking space	✓	185.04
18.	Store Rooms (Two)	✓	32.41
19.	Multipurpose Playfield		9729.18
20.	Open space for additional accommodation	✓	625.31 (terrace)
		Addl. Classroom	26.76

- 2) How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution plans to build a third floor and have an *elevator facility*. The *third floor* to be constructed could be used partly for a *students' hostel*, *language lab* and for a state-of-the-art *Auditorium*.

- 3) List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The infrastructure facilities available for various activities are listed below:

- **Lecture Hall** is used for seminars and workshops, guest lectures, orientation to SUPW program, cultural activities, Honours Program and the Miss Education contest.
- **Method rooms & Guidance and Counseling rooms** are used for methods and special field lectures, lesson guidance small group interactions, exhibiting teaching aids, and parallel presentations during seminars.
- **Student's Common Room** is used for indoor games, micro-lessons, simulated lessons and for putting up stalls for the sale of food items under the Annapurna Yojana.
- **Computer Lab** is used for Adult Education (to surf the internet for ITP projects & APY projects), as also when students need to work there and prepare their CAI lessons. The students can use the computers for the completion of their own action research and other projects and presentations.

All the above rooms are also used for the annual exhibition, campus interviews, SUPW program, Honours' program and other competitions.

- **Learning Resource Centre:** The Learning Resource Centre comprises of the *library*, and the *teaching aids room*. The teaching aids room also serves as a workshop where students can prepare their teaching aids. The library is also used for campus interviews.
- **Gymnasium:** The gymnasium has an electronic treadmill, an elliptical exercise cycle, skipping ropes, a balloon gym and other fitness-related equipment. It also has a tennis table and facilities for various other indoor games.
- **St. Teresa's Convent School Auditorium** is used for the college annual day programme.
- **St. Teresa's Convent School playground** is made use of for outdoor games and sports.

- 4) Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

St. Teresa's Institute of Education is situated within the precincts of St. Teresa's Society. The campus comprises of *four educational institutions* viz. St. Teresa's Convent High School, St. Teresa's Special School, St. Teresa's Junior College of Education and St. Teresa's Institute of Education.

With the Parent Society:

The college shares the school infrastructure for the following activities:

- School Auditorium- used for the college annual day program.
- School playground - used for outdoor sports.
- School laboratory - used for science experiments.
- School library & College library for mutual sharing of learning resources whenever necessary.
- Common canteen: There is one canteen run by St. Teresa's Special School, this canteen is patronized by the staff and students of all the educational institutions on the campus.
- College Computer Lab: Prior to having a computer lab of their own, the students of St. Teresa's Convent School availed of the computer facilities within the college. St. Teresa's Junior College of Education avails of the computer lab and library facilities of the college.

With the Parent University:

- Meetings and Forums: The college often hosts various meetings with stakeholders (principals and teachers) of other B.Ed. colleges. Some of the meetings for the B.Ed. syllabus revision in 2008, were held on the college premises. A forum was held in a college for creating a *draft syllabus for inclusive education* in collaboration with the Ali Yavar Jung National Institute for the Hearing Impaired (AYJNIHH). The orientation programs for teacher educators on the revised syllabus in the subjects of Psychology and Guidance and Counseling were also held on the college campus.
- Examinations: The College also serves as an *examination centre* for the annual B.Ed. examination conducted by the university.

With the Local Teaching Community:

- **Library facilities:** Ex -students and other teachers especially those from the practice teaching schools avail of the library facilities for their own personal reference and study.
 - **Seminars and workshops:** The College hosts various seminars and workshops both at the *state and national level* within its premises. The lecture hall and classrooms are used for paper presentations and parallel sessions.
- 5) Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center etc.)
- **Restroom for students:** The restroom for the students is situated near the main lecture hall. It has *two toilets* and *two wash basins*. It also has two wall mirrors and a hot and cold *water purifier cum dispenser*. There are also washrooms facilities for men on the ground floor.
 - **Restroom for staff:** The restroom for the staff is situated in the staffroom. It has a toilet and a wash basin with a wall mirror. Drinking water facilities are provided through a *hot and cold water purifier cum dispenser* installed in the staffroom.
 - **Common Canteen:** The B.Ed. students *spend only about nine to ten months* on campus due to the delayed admission procedure. During the academic session on *alternate days* the students go out to schools for practice teaching. it is not feasible to have a separate canteen for the B.Ed. students, hence the *college patronizes the canteen that is run by St. Teresa's Special School*. This canteen is situated on the ground floor of the same building in which the B.Ed. College is located.
 - **Sickbay:** A partitioned space within the common room serves as the infirmary for students who are feeling unwell. *A bed is provided* for students to rest on. *Basic first aid facilities* are made available to the students. There are two local doctors viz. Dr. Pantucky and Dr. Gandhi whose aid is availed of when necessary.
 - **Gymnasium:** The gymnasium is situated within the common room. It has an electronic treadmill, an exercise-cycle, dumb-bells and other fitness equipment. It also has some carom boards, a tennis table and other related indoor game facilities that students can avail of during their leisure time.

- 6) Is there any hostel facility for students? If yes, give details on capacity, no. of rooms, occupancy details, recreational facilities including sports & games, health & hygiene facilities etc.

There are no hostel facilities available in the campus for students. Provisions are made for students in the nearby hostels the names of which are as under:

- i. Kalyan Kendra, Bandra (W).
- ii. St. Aloysius Convent Hostel, Khar (W).
- iii. St. Anne's Hostel, Santacruz (E).
- iv. Yuvathi Sharan Hostel, Prabhadevi.
- v. Asha Kiran Hostel, Goregaon (E).
- vi. Good Shepherd Hostel, Andheri (W)

4.2 Maintenance of Infrastructure

- 1) What is the budget allocation & utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

The details of the budget spent on the building, equipment, computers, etc is as listed below. **It must be noted that the Institution does not receive a non-salary grant but it does receive a Basic Development Grant from the UGC for purchase of books and equipment.** The *management magnanimously supports the other infrastructural needs* of the college by providing the finances for the same. Hence the utilized budget is equal to the allocated budget as *funds are disbursed in keeping with the expenses incurred.*

2004 – 05

	Allocated Budget	Utilized Budget	Unspent Amount (with Justification)
Building	198036.00	198036.00	Not Applicable
Laboratories	0.00	0.00	
Furniture	69441.00	69441.00	
Equipments	21740.00	21740.00	
Computers	76640.00	76640.00	
Transport/Vehicle	0.00	0.00	

2005 – 06

	Allocated Budget	Utilized Budget	Unspent Amount (with Justification)
Building	198036.00	198036.00	Not Applicable
Laboratories	0.00	0.00	
Furniture	12900.00	12900.00	
Equipments	32640.00	32640.00	
Computers	0.00	0.00	
Transport/Vehicle	0.00	0.00	

2006 – 07

	Allocated Budget	Utilized Budget	Unspent Amount (with Justification)
Building	198036.00	198036.00	Not Applicable
Laboratories	0.00	0.00	
Furniture	0.00	0.00	
Equipments	48090.00	48090.00	
Computers	87300.00	87300.00	
Transport/Vehicle	0.00	0.00	

2007 – 08

	Allocated Budget	Utilized Budget	Unspent Amount (with Justification)
Building	250318.00	250318.00	Not Applicable
Laboratories	0.00	0.00	
Furniture	4950.00	4950.00	
Equipments	44089.00	44089.00	
Computers	38675.00	38675.00	
Transport/Vehicle	0.00	0.00	

	Allocated Budget	Utilized Budget	Unspent Amount (with Justification)
Building	198036.00	198036.00	Not Applicable
Laboratories	37000.00	37000.00	
Furniture	0.00	0.00	
Equipments	92293.00	92293.00	
Computers	64852.00	64852.00	
Transport/Vehicle	0.00	0.00	

- 2) How does the institution plan and ensure that the available infrastructure is optimally utilized?
The *B. Ed. College* is situated on the *second floor* of the building which also houses the *D.Ed. College* and the *Special School*. The operational space provided to the *B.Ed. College* comprises the entire second floor along with the *library on the ground floor*. All the *rooms* serve *multiple functions* as described in detail below:

- **The Main Lecture Hall:** It is mainly used for *assemblies, lectures* (Core papers), seminars and workshops, it also serves as an *audio-visual room* for the screening of movies and documentaries that are aids to teaching, for various competitions, co-curricular activities, celebration of festivals and other important events during the academic year.
- **Guidance and Counseling Rooms 1&2:** are used for Special Field *lectures*, for *lesson guidance*, for the various *club and cell meetings*.
- **Method Rooms 1& 2:** are primarily used for *method lectures*, they are also used by the staff for *lesson guidance* and for holding *meetings* and discussions for the various club and cell activities.
- **Psychology Laboratory:** is used for keeping various *scientific and psychological test equipments*. It also serves as a *lecture room*. All the above mentioned rooms are also used for *micro-lessons, bridge and simulated lessons* which students deliver in small groups of ten, under the guidance of one faculty member. These rooms also serve as *display rooms* for the annual college exhibition.

- **Staff Room** – The staff room measures 24.53 sq.mts. There are wall cabinets for individual staff use. *Each staff member has a cabinet and workspace.* There is a journal rack which displays various journals and periodicals. There is also a felt board on which necessary documents, schedules etc. are displayed. In addition, a *desktop computer* is also provided for the convenience of the staff. Staff- meetings are always held in the staffroom. They are presided over by the principal. The staffroom also has a *food warmer* and a *water purifier*. Staff members have their lunch in the staffroom.
- **Students Common Room:** It is mainly used by the students to have their lunch. Since this room is quite big, it has been *compartmentalized* to accommodate the *gymnasium* and the *sickbay*. It is also used for indoor games and other competitions and for putting up stalls for APY.
- **Computer Lab:** This is an air conditioned room. There are 15 computers primarily for students' use. The B.Ed curriculum at STIE lays much stress on ICT. Students use the computer lab to prepare CAI projects, PowerPoint presentations, Action Research Projects, seminars and workshops, assemblies, for *internet access* for the Adult Education Projects and other reference work. The computer lab is also used to conduct *lectures* in the Special field "Computers In education". It also used for *demonstration of CAI lessons*.
- **Administrative Office:** The college office is situated adjacent to the Principal's Office. There is a *separate counter* for attending to the *needs of the students, teaching staff and other visitors*. It also has a door which connects directly with the principal's office. The office is used for all matters related to *maintenance of records, correspondence, printing of question papers etc.*
- **Principal's Office:** The Principal's Office is adjacent to the Administrative Office. The office provides the principal with adequate space to *manage her own administrative duties*, as also to *attend to visitors* and also to *consult with staff and students*.
- **Corridors** These are lined with *notice boards* which reflect the activities happening on the campus and in other related life spheres. The *Vision, Mission and Goals of the College, and the Roll of Honour* are also displayed along the corridors of the college. Piped music is played in the corridors during the breaks and before college hours to create a pleasant atmosphere.
- **Educational Technology Room:** This is mainly used to *store all educational technology equipment* viz. OHP, transparencies, slide projector, tape recorder, DVD player, film strip projector etc.

- **Teaching Aids Room:** This is situated on the ground floor adjacent to the library. It is mainly used to *store teaching aids*. It is also used to store SUPW articles, articles prepared in B. Ed. Honours Course, Art and Craft material etc. The room also serves as a *workshop for preparation of teaching aids*.
 - **Library:** The library is situated on the ground floor. It has a *large reading hall* with tables and chairs. It has *four cubicles for private study*. There are two other *cubicles-one for Internet access to online journals etc. and another for viewing digital aids*. Both these cubicles are equipped with computers. The library also has a collection of DVD's, Audio and Visual CD's and other digital media useful for education. The library is open for the use of students and staff of both the B.Ed. as well as the D.Ed. College.
- 3) How does the institution consider the environmental issues associated with the infrastructure?
- **Use of Electricity:** Conservation of resources is the guiding principle at STIE. The tube-lights in the classrooms have been replaced with *energy-conserving CFL lights*. No room (not even the principal's office) other than the computer lab has AC's installed. This is a conscious decision. The windows and fans provide sufficient ventilation and light. Students and staff are careful to *switch off fans and lights* when not in use.
 - **Water Conservation:** The water supply lines and the drainage system are *periodically checked* to prevent leakage and wastage of water. Students and staff use water sparingly. There is a well on the campus compound that helps in *rain water harvesting*.
 - **Waste Management:** The institution conducted an orientation programme for the staff and students on segregation of garbage. Organic wastes are segregated and put into a *vermi-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.
 - **Cleanliness and Maintenance:** The campus is *regularly sanitized*. Litter-bins are strategically located. The wooden furniture is well-maintained to ensure its longevity and utility. The *use of plastic furniture is minimal*.

4.3 **Library as a Learning Resource**

- 1) Does the institution have a qualified librarian & sufficient technical staff to support the library (materials collection & media /computer services)?
- **Librarian:** Mrs. Shanta Sankar (M.A, B. Lib. Sc.) is the full-time librarian in the college library. She has been with the college since the last 30 years.

- **Technical Staff:** Ms. Delicia Ferreira (H.Sc., MS-CIT) is the technical staff appointed to assist the librarian and also to look after the media centre in the library.

2) What are the library resources available to the staff & students?

- **Books:** The library is a vast treasure-trove of books on *diverse subjects* ranging from spirituality to gardening, besides of course, having a large collection of books on the various dimensions of Teacher Education. There is also a good *anthology of fiction* and classics that has been built up over the years. For the convenience of the economically backward students, the library maintains a *book-bank of B.Ed. textbooks*. The library also has an assortment of *school textbooks and workbooks*. These come in handy for the students when working on their lesson plans for practice teaching.
- **Media-Centre:** The library has been recently upgraded to include *digital learning resources*. Consequently a Media-Centre has also been set up in the library.
- **Journals and magazines:** The library subscribes to a number of journals and magazines.
- **Newspapers:** Two English newspapers and one Marathi newspaper are also subscribed to.
- **Examination Papers:** In addition, the library also has *subject-wise compilations of papers of annual examinations* conducted by the University of Mumbai, and the internal semester exams conducted by the college and by other B.Ed. colleges. Besides question papers, the library also has a file which includes Xerox copies of the best answer papers of past students. These can be referenced by students when needed.
- **Action Research Projects:** Since the last four years, the college has made it mandatory for students to undertake individual action research projects. For want of space, only the best projects each year have been catalogued and added to the library.
- **Institutional membership of BCL:** The College has institutional membership of the British Council Library. The staff can access books from the library for their personal study.
- **Networking with other libraries:** There is a mutual understanding between the management of STIE and the managements of the two neighbouring B.Ed. colleges viz. Smt. Kapila Khandvala College of Education and the Hansraj Jivandas College of Education with regard to sharing of library resources. Both staff and students can avail of this facility when necessary.

The following tables give an overview of the library resources:

Books	Reference books	School text books	Text books	Books bank books	Volumes	Titles	Encyclopedia	Fiction	Total no. of books
	604	1763	4421	328	365	8951	111	295	9547

Periodicals	National	International	Peer reviewed	Total
	37	1	1	39

Audio-visual resources	Audio cassettes	Video cassettes	Audio CD	Video CD	Total
	153	11	3	38	205

Learning packages	Encyclopedia Britannica	Microsoft Encarta	National Geographic
	4 Volumes	5	10 Volumes (2 packs)

CAI master	Math	Science	History	English	Marathi	Total
CDs	2	3	2	2	1	10

Learning CDs	Math	Science	History	English	Computer education	Micro teaching	General	Total
	24	8	5	59	33	6	57	192

- 3) Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions. If yes give details including the composition & functioning of library committee.

The Institution has a library committee that is dedicated to the maintenance and enhancement of the library.

The composition of the library committee is as follows:

Convener	Dr. Sr. Lilian Rozario
Librarian	Mrs. Shanta Sankar
Staff Representatives	Mrs. Joan Lopes and Mrs. Sheela Philip
Technical Assistant	Ms. Delicia Ferreira
Student Representatives	(two students are nominated each year)

The functions of the library committee are as under:

- To see that students are oriented on the use of the library at the onset of the academic term.
- To ensure that library rules are obeyed.
- To look into the procurement of reading material that supports theory, practicum and research.
- To make sure there is an updating of supportive reading material catering to diverse needs.
- To ascertain whether library membership with other libraries / institutes are renewed and kept ongoing.
- To look into the subscriptions of publications / journals and e-technology resources.
- To ensure library transactions are meticulously recorded.
- To see that the technology which supports library activities is serviced, upgraded and optimally used.
- To redress student grievances pertaining to the library.
- To upgrade the library's infrastructural needs.
- To ensure that a library audit is conducted annually.
- To see that books are refurbished from time to time.
- To conduct a 'Needs-Analysis' with feedback from the users of the library.
- To award the most prolific and disciplined user of the library with the 'Best User of the Library' award.

- 4) Is your library computerized? If yes, give details.

The library has been computerized with the help of SOUL software (version 1.0). This software helps in the cataloguing and circulation of library books. The SOUL software also facilitates the stock verification and purchase of new books.

- 5) Does the institution library have computer, Internet & Reprographic facilities? If yes, give details on the access to the staff & students & the frequency of use.

➤ **Computer and Internet:** The Media-Centre in the library comprises of two separate cubicles with computers. One computer is equipped with the internet connection for online browsing of e-journals and other web-based learning resources. This facility is open for use to both staff and students. The other computer has headphones, which helps students view DVD's and educational CD's.

➤ **Reprographic Facility:** The library has reprographic facility for the students. This facility is available to students on all working days during the lunch break and after instructional hours. A *Canon MF 4100 series printer* has been installed in the library for reprography. Students have to pay Re.1 per page.

- 6) Does the institution make use of Inflibnet/Delnet/IVC facilities? If yes, give details.

The institution is a part of the INFLIBNET system. The computerised SOUL data of books available in the STIE library have been sent to the INFLIBNET Centre at Gujarat.

- 7) Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.).

Working days	Working hours
Monday to Saturday (the library is open on all days throughout the year except public holidays)	10.00 am. to 5.00 .pm

- 8) How do the staff & students come to know of the new arrivals?

The new arrivals are stacked in as *separate cupboard* specifically meant for the purpose. There is also a *display rack* where the book jackets of the newly arrived books are kept on display.

- 9) Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the library does have a book bank facility which is effectively utilized by the students. Students can take up to *two books each*, from the book-bank, according to their choice. These books are *lent* to them *for a period of a year*, free of cost. After the annual exam, the students have to return the books to the library. Students are also encouraged to *form groups among themselves* so that they can *exchange and share the books* borrowed from the book-bank.

- 10) What are the special facilities offered by the library to the visually & physically challenged persons?

At STIE, *we have not had any visually challenged students*; hence there are no special facilities, as of now for the visually challenged. We did have an orthopedically challenged student, a few years ago.

4.4 ICT as learning resources

- 1) Give details of ICT facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media & materials) and how the institution ensures the optimum use of the facility.

The details of the ICT facilities available in the Institution are as under:

- **The Main Lecture Hall:** This is equipped with *good acoustic facilities*; there is a mike and sound system, an OHP, a TV, a DVD player, an LCD projector, a desktop computer, a projector screen, a green chalkboard and a musical key board. The computer in the main lecture hall also has *internet connectivity* to facilitate online teaching-learning interactions.
- **Method Room 2:** This room is equipped with an LCD projector, screen and a desktop computer. It also has an OHP.
- **Psychology Laboratory:** It also serves as a lecture room and has an LCD projector, screen and a desktop computer.

- **Staff Room:** A *desktop computer* is provided for the convenience of the staff. The computer has *internet connectivity* and is also *connected to the printer* in the administrative office via LAN. Staff can thus work on the computer and take print-outs of notes etc. with ease.
- **Computer Lab:** This is an air-conditioned room. There are *15 desktop computers* which are connected to each other by LAN and also have Internet connectivity. The computers have *Intel Pentium Dual Core Processors* and operate with the *Microsoft Windows XP Professional (2002 Version)* software system. One of these computers has been converted into a *server*. A software package called *Remote Administrator* has been uploaded on the server and through this all training programmes can be conducted synchronously with all the other computers in the lab. The college has an AMC with M/s *Syscon Computers* for all the computers on the campus.
- **Educational Technology Room:** This is mainly used to store all educational technology equipment viz. OHP, transparencies, slide projector, tape recorder, DVD player, film strip projector etc.
- **Media- centre:** The media-centre in the library comprises of two cubicles, each with a computer. One computer is exclusively for browsing of online journals and other web-based learning material. The other computer has head phones and can be used by students for viewing educational films, documentaries and other digital learning resources.
- **Administrative Office:** The office has *three computers* with an *internet facility*, a *printer*, a *photocopier* and a *fax machine*.
- **Principal's Office:** The Principal's office is equipped with a *laptop*, *scanner*, *music system* (connected to speakers in the corridors), *two telephone lines*(one MTNL, the other Reliance) and also with the *intercom facility* that connects to the staffroom, the computer lab, the main lecture hall and the library.

The various assignments and projects that form part of the B.Ed. curriculum transaction at STIE demand that both students and staff make optimum use of ICT. These details have already been provided earlier. Also the ICT equipment is handled with much care and regularly serviced for optimum maintenance and utilization of the same.

- 2) Is there a provision in the curriculum for imparting computer skills to all students? If yes, give details on the major skills included.

Yes, the curriculum has the provision for imparting computer skills to students.

- **CAI Packages**: Require students to learn the use of Microsoft Office PowerPoint.
- **ITP & Action Research Projects**: require students to be skilled in use of Microsoft Word and Excel.
- **Evaluation Projects**: require students to skillfully draw computerized graphs, tables etc. using Microsoft Excel.
- **Seminar Presentations**: require students to be skilled in the use of Internet technologies and Windows Movie-Maker.
- **Group Assignments**: Require students to be adept at using new technologies like 'Wikis' and 'Blogs'. Students are also encouraged to form 'yahoo-groups' for communication within their practice-teaching groups.
- **College Annual Day**: Under the guidance of a staff member, the students themselves script the play and edit the college report during the Annual day celebrations. This requires weeks of preparation and the ability to use *download songs, music and use various software technologies* to create their own movie-clips etc.

3) How and to what extent does the institution incorporate and make use of the new technologies/ ICT in curriculum transactional processes?

- **Morning Assembly**: The morning assemblies see the students use meaningful Power Point presentations.
- **Lectures**: Most lectures are delivered using PowerPoint slides, multi-media presentations and transparencies.
- **Movie-screenings**: Movie screenings are used as an effective aid to teaching and learning.
- **Wikis**: Students are formed into smaller groups, they are given a case-study or some other group assignment and they are supposed to use wikis to work together and compile their own *web-based learning resource*.
- **Seminar Presentations**: Each student has to make a seminar presentation in any one paper. This calls for reference work that goes beyond textbooks and into the realm of the world-wide web. The matter collected has to be presented in the form of PowerPoint presentation.

- **Individual Projects:** Students have to do a number of individual projects right through the year in the subjects of Adult and Continuing Education, Action Research, Evaluation, etc. All these projects require students to use ICT.
 - **E-mail:** Students can e-mail softcopies of the initial *draft of their projects* to the *staff members* for the purpose of correction before submitting the final hard copy of the project report.
 - **College Website:** The college website is updated on *weekly* basis. Announcements regarding upcoming events are posted on the site. Students are encouraged to log on to the website regularly.
- 4) What are major areas & initiatives for which student teachers use/ adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)
- **CAI Lessons:** Student teachers have to prepare two CAI lessons, one in each of their teaching methods. They have then to conduct at least one of these lessons in a practice teaching school using the school's A.V.Room or Computer lab. This enables the students to understand and practice the use of computer technology in classroom instruction.
 - **Evaluation Project:** During their internship, students have to teach an entire unit which could comprise of one or two lessons based on their teaching methods. They then have to construct a Unit test and administer it to the students. The test has to be subsequently evaluated and the results then summarized to reflect the performance of the entire class. This has to be presented as a *computerized project*.
 - **Culture Dissemination Lesson:** The students have to integrate one lesson with some facet of our Indian Culture, this requires them to browse the internet and gather detailed information on the subject. The college also has a *culture kit* given by the *Ministry of Culture*. This kit contains film strips, slides, etc. which students can use during their culture dissemination lesson.
 - **Preparation of Teaching Aids:** The College Annual Exhibition requires students to prepare two teaching aids, one in each of their methods. These teaching aids require students to *download data* from the internet and also use ICT for the final presentation of the same. In science and math methods particularly, students have to prepare *working models*, this again requires the use of ICT.

4.5 Other facilities:

- 1) How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The instructional infrastructure includes Green Boards, L.C.D. Projectors, OHPs, Television Set, Blackboards, Computers, Digital Camera, CAI Packages, Library Resources, Teaching Aids, Flash Cards, Film Strip Projectors, Maps, Scientific and Psychological Apparatus. Green Boards, L.C.D. Projectors, OHPs, Television Set are used in the teaching learning processes such as delivering lectures, for micro, macro, simulated and bridge lessons. These are also used by the staff and students for various seminars and workshops. Library, CAI packages, maps and teaching aids are used by students during their practice teaching lesson and to gain more information in the subject. Scientific apparatus are used in various lessons and psychological apparatus are used for psychological experiments included in the curriculum. *Guest lectures are recorded* using digital camera. Students make use of flash cards and the film strip projector to give culture lessons and for cultural programs.

The *institution shares its facilities with St. Teresa's Junior College of Education*. The D.Ed staff and students avail of various facilities of the institution such as computer lab, library and reprographic facilities. Also various rooms of the institution are used by St. Teresa's Junior College of Education for annual day practice and for lectures. Teachers and students of the other institutions also avail of the library facilities.

- 2) What are the various audio-visual facilities / materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The audio-visual facilities available within the institution have been listed in 4.3.2. All these facilities are used by the students for assemblies, practice teaching lessons, for various co-curricular and extracurricular activities.

- 3) What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The Institution has a Psychology lab and a Computer lab. There are two method rooms, used for the English and History Methods.

- **Psychology Lab:** The psychology lab contains *apparatus for simple psychological tests*. The room also serves as the Science method Room. Recently a n LCD projector, screen and computer were added to the room.
- **Computer Lab:** The Computer lab has 15 desktop computers, the institution has an AMC with M/s Syscon Computers for their maintenance.

4) Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- **Main Lecture Hall:** The main lecture hall serves multiple purposes. The daily assembly, lectures, yoga classes, seminars, presentations, micro-lessons, college celebrations on the occasions of teachers' day, college day, diwali, eid and christmas and the art and craft display at the annual exhibition are held here.
- **Workshop:** The teaching aids room on the ground floor also serves as the workshop for preparation of teaching aids.
- **Sports:** *Outdoor sports* activities like the throw ball tournament and College Sports Day are held on the *grounds of St. Teresa's Convent High School*. *Indoor games* like table-tennis, carrom, Pictionary etc can be played in the *students' common room*. The common room also has a gymnasium.
- **Transport:** Since the institute is quite centrally located and well connected by both rail and road to destinations on the Central as well as Western Route, there has been no perceived need for a transport system. Staff and students who come by their own private vehicles can park the same in the campus compound.

5) Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes the classrooms are equipped with the latest technologies for teaching. The details have already been given earlier; hence they are briefly summarized as follows:

- **Main Lecture Hall:** Desktop computer with LCD projector and internet connectivity, OHP, green chalkboard, microphone with speakers, TV with Cable Connection, DVD player.

- **Method Room 2:** Desktop Computer with LCD projector and screen. Also OHP.
- **Psychology Lab:** Desktop Computer with LCD projector and screen.
- **Future Plans:** The institution intends to install LCD projectors in all classroom and to make the campus (floor on which the B.Ed. college is situated), Wi-Fi enabled.

4.6 **Best Practices in Infrastructure and Learning Resources**

- 1) How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The faculty has *regular staff meetings* wherein the best practices related to diversity of instruction are *reviewed and reflected* upon. The staff are offered reasonable amount of *flexibility in their methods of curriculum transaction*. They are *encouraged to use ICT* in their teaching, learning and evaluation.

- 2) List innovative practices related to the use of ICT, which contributed to quality enhancement.

- **Using Movies:** The idea of using *films as an innovative teaching-learning resource* has been effectively used in the subject of psychology of Learning. It was observed that students found it difficult to learn the various theories of learning. Hence the concerned faculty thought of relating the theoretical content to life using movies specifically chosen for the same. For e.g- Group Dynamics was taught using the Hindi movie 'Chak De' and Vygotsky's theory of Social Learning was taught using the highly acclaimed English movie "Men of Honour". After the movie, a *discussion was initiated* to enable students to *construct their own concepts*. It was observed that students enjoyed learning in this manner and the learning was comprehensive.

- 3) What innovations / best practices in 'Infrastructure and Learning Resources' are in vogue or adopted / adapted by the institution?

- **Wikis:** Students are asked to write model answers to the University questions in a bid to create a good question bank for themselves. For this purpose they are divided into smaller groups and asked to use wikis to pool their thoughts and construct the answers.

- **Yahoo-groups**: Students are encouraged to form yahoo-groups *within* their *practice-teaching group*, they can thus *communicate* with one another regarding schedules, change in time-tables etc. the *staff member in-charge* of each practice teaching group *is also a member of the yahoo group*.
- **Book-Review**: The Honours Program requires the students to present a Book-Review. This encourages them to read books beyond the syllabus and also teaches them to develop good analytical skills in thinking and presentation. The library has a good collection of fiction and classics which students can use for their book review.

Additional information to be provided by institutions opting for re-accreditation / re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The evaluative observations made in the previous assessment report were as follows:

- *Facilities for utilizing educational technology are available .But this Wing needs to be strengthened further, in the context of education at schools, where computer education and other facilities are utilized from elementary schools in primary classes.*
- *The institution is yet to opt for CAI.*
- *The central library has yet to use computers facilities for its activities. 5952 books are housed in the library. This number needs to be increased.*
- *Library facilities need to be improved and should include facilities for automation in the context of 'Knowledge-revolution', teacher-education should become professionally skilled, knowledge-oriented and updated.*

These have been acted upon as follows:

- **Renovation and Automation of the library**: The library has been renovated, new books and other learning resources have been added. Cubicles for private study have been included. All the books in the library have been electronically catalogued using SOUL software.

- **Increase in the Number of Books:** The number of books in the library has also been increased. The library now has 9547 books in addition to other digital learning resources. The facility for inter-library borrowing is also available.
 - **Media- Centre in the Library:** The library has also been upgraded to include a new Media-centre which offers staff and students unique opportunities to use digital media in their teaching-learning transactions and to access online journals and publications through the internet.
 - **Up-gradation of the computer lab:** The computer lab has been refurbished. New computers have been installed. All computers have LAN and Internet connectivity. The computers in the lab are also loaded with the *Remote Administrator* software that permit synchronous learning.
 - **CAI Lessons:** All student-teachers have to prepare two CAI lessons, one in each of their teaching methods.
- 2) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Infrastructure and Learning Resources?

The following quality sustenance and enhancement measure have been undertaken since the previous assessment by NAAC.

- **Re-location & Renovation of the Administrative Office:** The college office was earlier situated just outside the main lecture hall, an open counter outside the lecture hall served as the office space. The office was shifted to the first room at the entrance of the floor. It is now *fully equipped with adequate computers, printer, scanner, Xerox machine, and aesthetically designed workspaces* for the administrative staff.
- **Installation of LCD Projectors:** LCD projectors have been installed in the main lecture Hall and two other classrooms for *effective ICT-enabled teaching-learning transactions*.
- **Gymnasium:** A small gymnasium has been created within the common room. *Fitness related equipment* such as a treadmill, an exercise cycle etc. have been installed for the benefit of the students and staff.
- **Segregation of Garbage:** In a bid to instill environmental consciousness in the student-teachers, segregation of garbage has been a regular practice and a compost pit has been created for *composting of bio-degradable waste*.

CRITERION 5 : STUDENT SUPPORT AND PROGRESSION



Dr. L. Pinto co-ordinating a session on Guidance & Counselling



Alumni Meeting



Dr. Charles addressing the alumni



Campus Interview



Simulated Lesson - Role Play



Campus Interview



Inauguration of Women's Cell



Valedictory Function

Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (student's pre-requisite knowledge and skill to advance) to completion?

Students' preparedness for the programme is assessed at different points of time before the commencement of the course and during the course as follows:

➤ **At the commencement of the course:**

1. Through personal interviews.
2. Induction Programme.
3. Workshop on Oral Communication Skills.
4. Content test.
5. Talent Search cultural activities.

➤ **During the course:**

1. Feedback from peers and faculty.
2. Self-introspection by students.
3. Psychological Exercises to promote self-awareness.
4. Team-teaching.
5. Co-operative learning.
6. Individual counseling.

➤ **At the end of the course:**

1. Campus Interviews.
2. Academic Counseling.
3. Training in study skills and coping with examination stress.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

Much care is taken to ensure the overall well-being and progress of the students.

➤ **Motivation is enhanced through:**

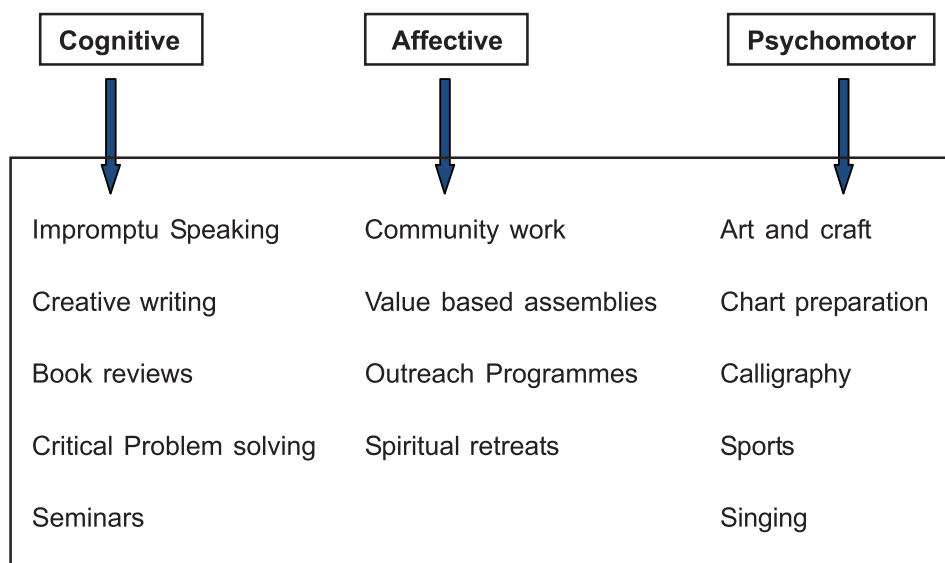
1. The conduction of value- based assemblies.
2. Students are given pep talks.
3. Spiritual Retreat is organized for the students.
4. Peer-tutoring through model lessons.
5. Participation in various co-curricular activities.
6. Comfortable classroom environment.
7. Sanitized toilets and safe drinking water facilities.
8. Award of certificates to students for helpfulness and proficiency in organizing extra-curricular activities.

➤ **Satisfaction is ensured by:**

1. Awarding prizes and certificates to students who excel in curricular and co- curricular activities.
2. Constructive feedback is provided by staff to students on successful completion of various tasks.
3. Redressal of student grievances through the students' council.
4. Mentoring of students by the staff.
5. A general cordial and caring atmosphere

➤ **Development** is fostered by :

1. Encouraging students to participate in a wide range of activities which cater to the three domains as follows:



➤ **Performance improvement is ensured through :**

1. Feedback mechanism on completion of each activity.
2. Small working groups of ten students each.
3. Remedial Instruction.
4. Guidance provided to students for future studies.
5. Seminars and workshops to foster global citizenship and nationalism

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Since the Institution caters to only female students, gender wise dropout rate is not applicable.

A summary of the overall dropout rate has to been provided below:

Year	No of dropouts
2003 – 2004	–
2004 – 2005	–
2005 – 2006	2
2006 – 2007	2
2008 – 2009	2

The possible reasons for dropout could be due to *medical reasons* or due to securing *more lucrative jobs in the corporate sector*. *Marriage* was another reason identified for dropping out. The Institution dissuades students from dropping out by providing appropriate personal counseling. Students *encountering financial problems* to pursue the course *are offered financial help* in the form of loans. *Concessions and adjustments are also offered* if marriage is the proposed reason for dropping out. *Parents are also provided with counseling* as and when required to dissuade their wards from dropping out.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The Institution has a **placement cell** which not only *conducts campus interviews* but also provides students with *guidance on how to present themselves at interviews, how to prepare their resume, how to choose the right kind of jobs based on their professional qualifications and personal commitments*. *Alumni* are asked to *share their success stories* with the present students to *motivate* them to progress to higher education.

Year	Appeared	Students qualified in competitive exams
2007 – 2008	5	1 NET
2008 – 2009	–	–

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Year	Students pursuing further studies
2006 – 2007	12%
2007 – 2008	13%
2008 – 2009	05%

Since this is a B.Ed course on an average **98% of the students choose teaching as a career.**

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

The institution makes available its *library resources, teaching aids* prepared by students, educational related electronic information in the form of CAI Modules, A.V resources to the student teacher after graduating from the institution. *No fee is charged for the same.* Students pursuing further studies *are free to access the library*, whenever they require with permission from the Principal.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution does have a placement cell. In the year **2007 – 2008, 20 educational institutions** conducted campus interviews for the students. In the **year 2008 – 2009, 32 educational institutions** (schools, Junior colleges & NGO's) conducted interviews.

The list of the schools that participated in the campus interviews is as follows:

2007 – 08
JBCN International School .
Stanislaus High School ,Bandra .
Sri Ravishankar Vidya Mandir Mulund West.
Vibgyor .
Akanksha .
Panvel International School .
St.Joseph School, Malad .
Gokhulldham High School ,Goregaon .

International Trinity High School .
Gujarat Education Society ,Kansagara School .
Jamnabai Narsee School.
Yashodham High School , Goregoan .
Shri Navinchandra Popat Lal Kapadia Vidya Mandir ,Vile Parle East .
Janki Devi Public School.
MGT Classes,Mulund West .
Udayachal Pre-primary School (Godrej), Vikhroli East.
Dwarkibai Gangadhar Khetan International School, Malad West.
Indian School, Al Ghubra, Sultanate of Oman.
Manik Vidya Mandir (IES), Bandra West.

2008 – 2009
Beacon high School, Khar
Mary Immaculate Convent High School, Kalina
Prakash Degree College of Commerce and Science, Kandivili
Elevate Learning
St Joseph's Convent High School, Bandra.
Duruelo Convent High School, Khar.
St Thomas High School, Goregoan.
Holy Family High School, Andheri.
Arya Vidya Mandir High School, Bandra.
Shishuvan, Matunga.
Billabong High, Mahim.
Lilavati Podar High School, Santacruz.
Trinity International High School, Sion.
Jankidevi Public School, Andheri.
Rishikal Vidyalaya, Bandra.
M.G.T Classes, Mulumd.
Hasant High School, Andheri.
Vibgyor High, Goregoan.
Nirmala Memorial Foundation College of Commerce and Science,
Children Academy, Malad.
Rustomjee Cambridge High School, Kandivili.
Chathnabhuj Narsee High School, Vileparle.
St Mary's High School, Jogeshwari East.
Chandulal Nanavati High School, Vileparle.
St Joseph's High School, Malad.
I.S.N.K Kansagara High school, Rajkot.
Thakur Vidyamandir, Kandivili East.
Avalon Heights International School, Vashi.
St Peter's High School, Mazagoan.

Year	No. of Students benefited
2007 – 2008	60%
2008 – 2009	65%

8. What are the difficulties (if any) faced by the placement cell? How does the institution overcome these difficulties?

➤ **The difficulties faced by the placement cell are as follows:-**

1. Some educational institutions *come* for the interview *without prior communication*. Accommodating so many schools is difficult due to space constraints.
2. Time consumed by *lengthy Power point presentations* made by some institutions to familiarize the students with their Institution.
3. Some institutions require the trainees to *give demonstration lessons* at the school which may not be feasible in keeping with the college schedule.
4. Students find it *difficult to make a choice* between institutions and simultaneously present themselves at many interviews.
5. Students sometimes *commit* themselves to a given institution *and later change their decision*.

➤ **Mechanisms Adopted**

1. Institutions that do not show up are called up and *offered an alternative date* for the interview. Campus interviews are now *conducted on two days* to overcome space and time constraints.
2. *To save time*, schools have been requested to *provide brochures* on their institutes instead of presentations.
3. *Adjustments* are made by making arrangements for schools who may suddenly present themselves for the interviews.
4. A *pre-allotted date* is made available to the students for them to *demonstrate lessons* in schools.
5. Students are *oriented* on how to present themselves at *interviews* and in *decision making* so that they do not fall back on their commitment. The college also provides the students with an overview of expectations of different schools and their locations.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Practice – Teaching schools *communicate with the college on vacancies* that arise and this is in turn communicated to the teacher trainees by displaying such information on the *students' bulletin board*. At the time of Campus interviews, the practice teaching schools are notified about the same. Good students are *identified* by the practice teaching schools during the practice teaching programme as well as *internship* and *absorbed* by them. Presently many of the alumni are placed with the practice teaching schools.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- **Financial Resources:** *All expenses* incurred towards hosting the campus interviews (including refreshments and beverages) are *borne by the college*.
- **Human Resources:** *Two faculty members are designated to the Placement Cell*. They help in organizing the campus interviews and maintaining records of the same. The student council members are also assigned different duties to ensure smooth conduction of the interviews.
- **ICT Resources:** As part of ICT resources, *LCD facility is made available* to schools who should so desire to make Power point presentations about their institutions

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- **Planning of Curricular Programmes:**
 1. Principal and staff collectively draw up a detailed schedule of all the curricular and co-curricular activities.
 2. The academic calendar for a given year is drawn up at the end of the previous academic year.

➤ **Evaluation and Revision:**

1. After the SWOT analysis the IQAC reviews the achievement of objectives and effective implementation of the curriculum based on the academic calendar.
2. If objectives are not achieved then the activities are revised.
3. Staff feedback is also taken into consideration for revision of the curriculum.
4. Practice teaching schools are decided on at the end of the academic year after evaluating their co-operation.

2. How is the curricular planning done differently for physically challenged students?

The institution up to date has had *no occasion to plan the curriculum differently* as it *has not encountered* students who are physically challenged in a major way. However whenever the institute has encountered students with *minor physical disabilities required provisions have been made*. Two years ago the institution encountered a student who was afflicted with polio. She was given the following concessions and her comfort level was duly considered:-

- Concessions regarding black board work
- Peer assistance to display teaching aids during the lesson
- Flexibility in timings
- Adjustment in the transaction of the curriculum.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, the institute does have mentoring arrangements wherein *each faculty member functions as a mentor. 10 students are assigned to each mentor*. Mentor and students meet once a week to redress any grievances faced by the students- be it academic or personal. Mentoring is done at three levels

- Principal acts as a mentor to staff and students
- Staff act as mentors to students
- Students act as mentors to peers.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

➤ **Provisions to enhance the effectiveness of faculty:**

1. Staff attend Refresher Courses, syllabus orientation meetings to update their knowledge and expertise.
2. Attend workshops and seminars in their areas of specialization for professional development.
3. Opportunity to use innovative teaching methods and indent books needed for the college.
4. The well-equipped library serves as a good learning resource.
5. Provision made in the time-table for mentor discussions with students.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, The Institute has an official website. <http://www.stied.org.in>

It provides information on

1. History of the Institution
2. Vision, Mission, Goals and Objectives of the Institution.
3. Syllabus
4. Infrastructure
5. Faculty profile
6. Admission Procedures
7. News and Events
8. Summary of the Academic Results
9. Details of the Alumni association.

It is updated weekly.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the institution does have remedial programme for academically low achievers.

The details of the same are as under:

- Students who fail up to come to a certain standard of performance are provided *remedial help by the staff*. In most subjects, *peer tutoring* is conducted wherein outstanding students help their less capable peers.
- Low achievers are also provided with a *second attempt at an examination* to improve their performance.
- *Co-operative learning strategies* were used for remedial instruction.
- Students are encouraged to answer university question papers and *prepare model answers*.
- *Good answer papers* at the different examinations are *photocopied, filed* and made available for *reference* by students in the library.
- Since the college does encounter a minimum number of *vernacular students* who may not be competent in English, the college offers them the option of taking *lower level English* as a teaching method.

7. What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners?

- **Advanced Learners:** In the case of advanced learners,
 1. Certain topics in the syllabus are identified and assigned to these students for *self study*. These topics are then presented by them in class.
 2. They are also asked to *prepare Model answers* to Questions from the syllabus and other instructional material and share them with the entire group.
- **Slow Learners:**
 1. The college has *not encountered slow learners* as such.
 2. It has however encountered students with *language barriers* who have been helped to cope effectively through *communication classes*, remedial programs in English.

8. What are the various guidance and counseling services available to the students? Give details.

The College has Guidance and Counseling Cell which provides the following services:-

- A Certificate Course in Guidance and Counseling for school teachers.
- Career guidance
- Personal Counseling

In addition, the Principal does provide personal counseling and advice to the students as and when required. Students approach the Principal with problems, which could range from career choices to financial difficulties in order to seek help and assistance. Academic and personal Counseling is provided by the teacher educators on a one – one basis throughout the year. Students consult the staff to seek their help with regards to problems they encounter.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The students approach the Principal and faculty directly with their grievances which are conveyed *through the student's council* members elected by the students.

Major grievances redressed in the last two years range 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.

10. **How is the progress of the candidates at different stages of programs monitored and advised?**

➤ **At the outset:**

1. Before embarking on any activity guidelines are provided to students to successfully carry out the task.
2. If they encounter any difficulties in completing the task, they are suitably advised.
3. Evaluation is both formative as well as summative.
4. The communication skills of the trainees are assessed on admission through personal interviews and a workshop in oral communication is conducted to improve their oral communication skills and self confidence.

➤ **During the course:**

1. Guidance by faculty is provided in the preparation of lesson plans.
2. Each lesson is supervised by staff members and they are provided with an immediate, descriptive, constructive feedback for improvement based on their performance.
3. Peer evaluation forms an important component of the course wherein students observe lessons of their classmates, offer constructive criticism and benefit from their insights.
4. Faculty members discuss the performance of students after each activity and identify any difficult cases which need special help and attention.
5. Students themselves are encouraged to reflect on their own performance by writing down their introspection on completion of a lesson in the space provided in the lesson plan.
6. Every activity- curricular or co-curricular involves careful monitoring of the progress of candidates with the use of check lists, verbal feedback etc and is accompanied by necessary guidance for improvement as and when needed.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

To ensure the students competency to begin Practice – teaching, a *content test* is held in their respective school subjects. This helps to evaluate their content knowledge of the subject concerned. To equip them with teaching skills as part of pre practice preparation the following schedule is followed:-

- **Micro – teaching:** Each trainee is required to deliver *4 micro lessons* based on the skill of using the chalkboard, skill of illustrating with examples, skill of probing questioning and skill of stimulus variation. Each skill comprises of *teach and re-teach sessions* which ensure mastery of the skill in question. It also equips them with the confidence needed to deliver their macro lessons.
- **Bridge lessons:** Each trainee is required to deliver *one bridge lesson of 20 minutes* duration in either of their special methods. These lessons help them to merge the different *micro skills* they have acquired and bridge the gap between micro and macro teaching.

- **Simulated teaching**: Each trainee is required to deliver *six simulated lessons* involving various techniques like role-play, gaming, models of teaching, CAI and creativity. This orients them to different innovative teaching techniques which they could use in their classroom teaching to make their lessons participatory, creative and effective.

Model – lessons for each of the above are demonstrated by outstanding ex-students and staff. As a part of the follow up support in the field of Practice – teaching, students are provided with *guidance by the faculty for every lesson*. On completion of every Practice – teaching lesson, they are provided with a *detailed feedback* on their performance provided through a check list covering various aspects of the lesson. The students also inform their method masters about their performance at practice teaching and whether the objectives were achieved according to the plan. *Two practice lessons* out of the total twenty lessons (one in each teaching method) are *evaluated by the teachers of practice teaching schools*. This provides an objective and unbiased opinion of the student's performance. As feedback forms an essential component of every activity, students are trained to accept and give constructive feedback for improving themselves and their peers. The foundations for being open to criticism are laid during micro lessons.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
 - (i) List the current office bearers
 - (ii) Give the year of the last election
 - (iii) List Alumni Association activities of last two years.
 - (iv) Give details of the top ten alumni occupying prominent position.
 - (v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution does have an Alumni Association.

- (i) The current office bearers are:-

Dr Sr Lilian Rozario	President
Dr. Leena Pinto	Vice President
Ms. Mariamma Nair	General Secretary
Ms. Nina Narsimhan	Treasurer
Ms. Rukmini Chaudhary	Member
Ms. Shabana Sarguro	Member
Ms. Zinita Paiva	Member
Dr. Aninha Lobo	Member
Sr. Louella Rodrigues	Member

(ii) The last election was held on 08.08.2009.

(iii) **Alumni activities for the year 2007-2008**

1. Talk on 'New Vision of Education' by Fr.Lancy Prabhu organized for the Alumni.
2. Workshop on 'Leadership in Education' by Mr. Walter Pinto conducted for the Alumni.
3. The alumni extended their help in ensuring maximum participation of teachers from the practice teaching schools in the seminar titled 'Discipline with Dignity' organized by the college.
4. Two of our alumni were employed by the D.Ed college. Ms.Nina Narsimhan extended her services by conducting lectures and providing guidance for the macro lessons in the English method for the B.Ed teacher trainees.
5. Ms. Nina Narsimhan and Ms. Zinita Paiva were also involved in the observation of micro, macro and simulated lessons given by the B.Ed trainees.
6. Dr. Leena Pinto delivered a session on 'Career Guidance' for the B.Ed trainees.
7. Alumni were also invited as judges for various competitions hosted by the college, to model macro lessons to the trainees and to share their success stories so as to motivate the trainees.

Alumni activities for the year 2008-2009

1. The alumni extended their help in ensuring maximum participation of teachers from the practice teaching schools in the seminar titled 'Emotional Literacy: Heart centered Education' organized by the college.
2. An **alumni homecoming** was organized on 20th February 2009 .It was well attended and helped in reuniting the alumni. On this occasion a talk was delivered by Dr.Elaine Charles on 'The Five Habits of Highly Effective Teachers'. Alumni shared their enriching experiences.
3. Dr.Leena Pinto offered to extend her services as counselor of the Guidance and Counseling Cell which the college planned to initiate the following academic year. She also proposed that she would be the co-ordinator of the Guidance and Counseling certificate course to be organized by the college.

(iv)

NAME OF THE ALUMNI	DESIGNATION	YEAR OF PASSING THE B.Ed.
Dr. Mrs. Leena Pinto	Lecturer at the Department of Psychology, University of Mumbai	1977
Sr. Wilma Mendes	Principal, St.Teresa's Convent High School, Santacruz.	1993
Sr. Philomena Sequeira	Principal, St.Elias High School, Khar	1990
Sr.Esperance	Principal, St.Joseph's Convent High School, Ville Parle	1993
Dr.Sr.Margaret Mendonca	Principal, Pushpanjali College of Education, Vasai.	1976
Sr. Assis Fernandes	Principal, Nirmala Convent High School, Nasik City.	2005
Dr.(Mrs).Sarah Mathai	Head of Department of Education, Sathye College.	1981
Sr. Selma D'Souza	Principal, Jesus and Mary High School, Pali, Vasai.	2008
Ms.Giselle D'Souza	Senior Lecturer, St.Teresa's Institute of Education, Santacruz.	1995
Ms.Roselle Aranha	Lecturer, St.Teresa's Institute of Education, Santacruz. and NAAC co-ordinator for the present re-accreditation.	1999

(v) Alumni are actively involved in the following activities:-

- They are invited as resource persons to conduct seminars and workshops in their areas of specialization for the present trainees.
- They share their success stories to motivate and boost the morale of the present students.
- They help in the organization of campus – interviews.
- They are invited to demonstrate Model – lessons to the trainees.
- They are appointed to judge various extra – curricular competitions organized by the college.
- Two of our alumni are presently employed as part of the faculty of the B.Ed.
- Three of our alumni are presently employed as part of the faculty of the D.Ed.
- Fifteen of our alumni are presently employed as part of the faculty of St. Teresa's Convent High School.

- Dr. Leena Pinto who heads the Guidance and Counseling Center of the institution is an alumnus of the college.

2. How does the Institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The college conducts a host of extra – curricular activities catering towards the development of the 3 domains viz. cognitive, affective and psychomotor. Every activity is supported by well defined objectives. Participation is made compulsory to help them discover their hidden talents. The college lays a lot of emphasis on *extracurricular participation for all round–development*. During the last 2 years students have represented the college at *inter collegiate debates, elocution competitions and singing*. Last year the **college won the first prize** for the play and chart preparation at the **Adult Education festival**. This year the institute won the prize for **the best charts** at the inter-collegiate **Adult education Festival 'Udaan'**. The college organizes *indoor games like chess, carom, dumb charades, table tennis and Pictionary*. Participation in at least one event is made compulsory. The college also organizes the *annual sports day* and students are awarded certificates of merit for their performance.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The college does not publish a magazine due to time constraints. However we are working towards it. This year the college has initiated a **wall newspaper**. Students actively participate in gathering content for the same. The activity gives them an opportunity for **creative self-expression**.

4. Does the institution have a students council or any similar body? Give details on – constitution, major activities and funding.

The institution has a students council to which members are elected by the students. It comprises of a **General Secretary and 9 other members**. It is headed by the **Principal and a faculty member**. Its activities are as follows:-

- *Organizing and conducting co- curricular activities* which include sports, Singing competition, Miss Education contest, College Feast, Principals' day, Teacher's day and Christmas Celebration etc.

- Presenting the *students' needs and grievances* to the Principal.

Expenses incurred for the different activities are funded by the college.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The college has the following bodies which have student representation on it:

- Women's cell : conducts activities to propagate gender – awareness.
- Placement cell : organizing and conducting campus interviews.
- Library committee : Takes stock of the books available in the library and indents the books which need to be procured for staff and students.
- Co-curricular activities committee : Plans and organizes various co-curricular activities throughout the year.

Two student representatives are appointed on each of the above mentioned committees. They work in close co-operation with the faculty in-charge.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Feedback is obtained from the alumni, teachers and principals of practice teaching schools, employers and other academicians of stature and repute. Their insights are collated and deliberated upon by the Principal and staff and the cyclical reflective process of restructuring continues in the pursuit of Total Quality Management.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

- **Information Services**: The Institute has a ***transparent student information*** system which makes available to students detailed information on the programmes on offer, availability of choices, minimum entry requirements, admission policy, fee structure, refund policies, examination system, promotion and detention rules and avenues for financial support available to students. This information is made available in the form of the prospectus, on the college website and also in the students hand book.

- **Value addition Services:** The college offers a ***credit based Honors Programme*** to its student trainees. This includes developing communication skills, vocational skills (through calligraphy, puppetry, flower making, Warli painting) and literary skills (through book reviews) to enhance the competencies of students and develop their personality. The Programme also includes seminars and workshops on family life education, gender sensitization and Inclusive Education. Students are awarded a total of 25 credits on successful completion of each activity.
- **Placement Services:** The college ***organizes campus interviews*** for the aspiring teachers to acquaint them with available job opportunities in schools and junior colleges. The placement service cell is headed by a faculty member who guides students on any specific information pertaining to choices available in careers, avenues of information, preparation and acquisition of soft skills needed to present themselves at interviews and compiling their bio-data.
- **Community Services:** Apart from the 20 hrs of community work which is a part of the curriculum students conduct ***outreach programmes*** at various community centres for the less privileged members of society. Some of the community centers have been listed below
 - Shashi Mangalyam Special Children's School - Goregaon East
 - Sandhya Home for the Aged – Pune.
 - Ashadhan by missionaries of Charity – Byculla.
 - Home for the Aged – Andheri East.
- **Students Welfare Services:** ***Merit scholarships/freeships*** are provided by the special District Welfare Social officer Mumbai: Suburban to NT/NT3, OBC, SC, ST students. This covers expenses incurred by way of tuition fees and exam fees.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

The main evaluative observations made in the previous assessment report were as follows:

- *The institution has an alumni association but it needs to be strengthened*

Measures taken since the last accreditation:

- With a view to strengthening the Alumni Association, alumni are now being **actively involved in the growth and development of the Institution.**
 - **On – line registration for alumni** has also been facilitated to encourage students to enroll themselves in the Alumni association.
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?
- The college has initiated the **B.Ed. Honours Programme** for quality sustenance and as an enhancement measure to strengthen student support and progression.
 - The **placement cell has been strengthened** and the number of educational institutions who partake in campus interviews has shown an upward trend.
 - The institution now has a **guidance and counseling cell** to offer personal, educational and vocational guidance to students.

CRITERION 6 : GOVERNANCE AND LEADERSHIP



Staff Meeting



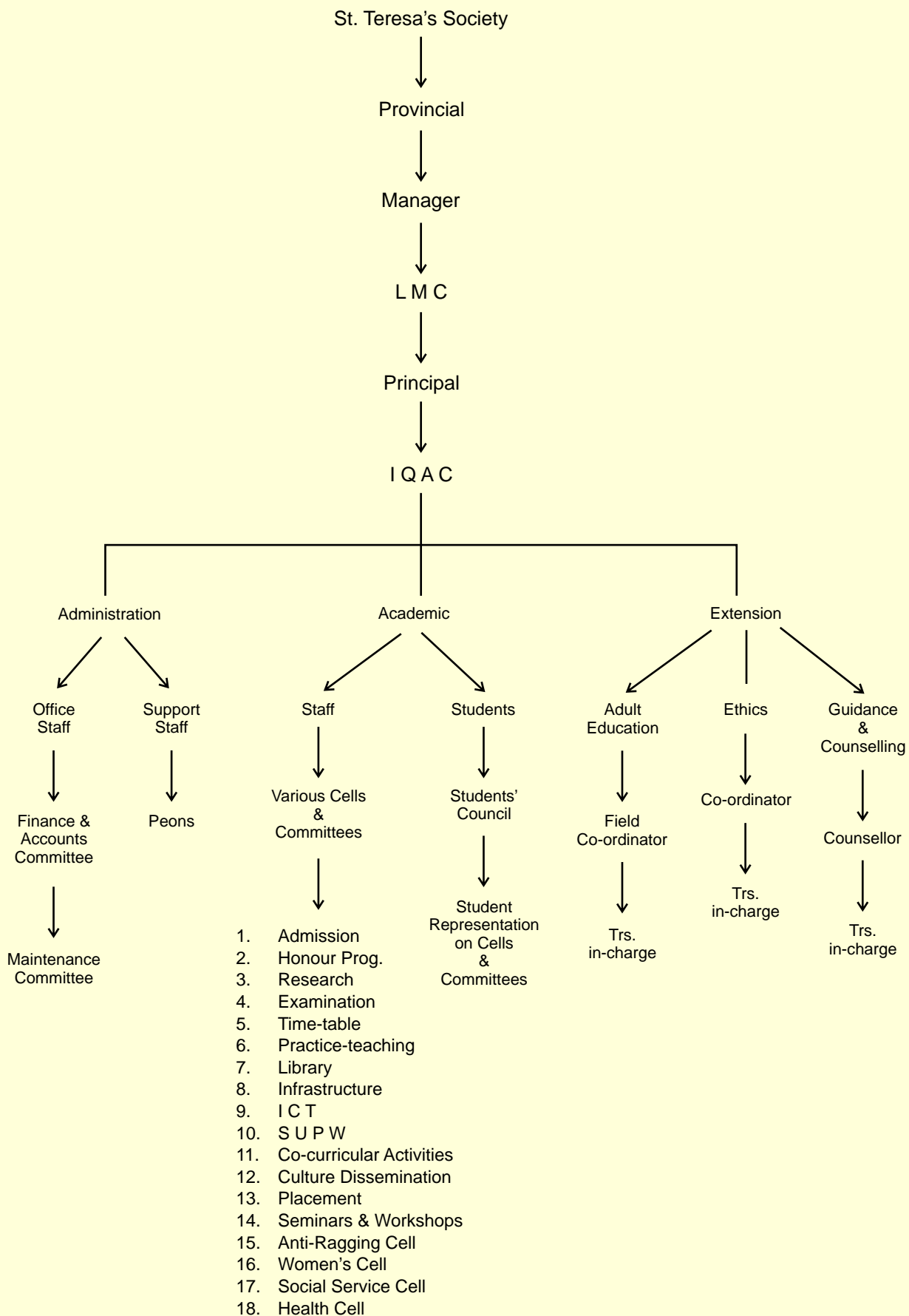
After the seminar on Discipline with Dignity

**Students
Council
Meeting**



ORGANISATIONAL STRUCTURE

ST. TERESA'S INSTITUTE OF EDUCATION



Criterion VI : Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

PURPOSE: St. Teresa's Institute of Education was started on 16th June, 1973 by the sisters of the Congregation of Carmelite Religious. The institution was started with the purpose of providing quality teacher education to the women of Mumbai.

VISION STATEMENT: Sensitive Tolerant Innovative Education.

MISSION STATEMENT: "Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in Education"

CORE VALUES:

- Emancipation and empowerment of women.
- Holistic development.
- Synergy with technology.
- Fostering a spirit of egalitarianism.
- Reflecting global perspectives in Education.
- Pursuit of excellence.

Dissemination to stake-holders:

- **Staff:** For the principal and staff of STIE, the vision and mission statements form the guiding philosophy that directs and charts all their efforts at work. Regular staff meetings are held all round the year to see that every activity conducted at STIE reflects the Vision and Mission of the college.
- **Students:** They are acquainted with the above through the prospectus, web-site, students' hand-book and the through orientation programmes conducted at the beginning of the academic session. The students also see the Vision and Mission statements put into practice through all the activities in the college.
- **Parents:** The parents and guardians of the students come to know of the vision and mission through the prospectus, web-site, handbook and from their wards.
- **Practice-teaching Schools:** Through the college web-site.
- **Employers:** Local schools interested in recruiting students from STIE learn of the Vision and Mission through the college web-site, and from their visits to the campus. The Vision and Mission statements are also impressively displayed on the notice boards in the college.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, students it seek to serve, the school sector, education institution's traditions and value orientations ?

Yes, the mission does include the institution's goals and objectives in addressing the needs of society. The mission speaks of emancipation, empowerment and enlightenment of teachers leading to excellence in education. The endeavour at STIE is to strive towards **Total Quality Management** by creating **Benchmarks for teacher education** that meet the needs of a rapidly changing world. The emphasis on *Holistic Development* ensures that students are given a sound foundation in *pedagogy, research, values, communication and the use of technology*

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The top management comprises of Sisters of the St. Teresa's Society. The *Manager* of the College is *Sr. Louella Rodrigues*. The *Principal* is *Dr. Sr. Lilian Rozario*. The Principal oversees the day-to day functioning of the college. The *LMC is the main committee* that monitors and evaluates the functioning of the Institution. It meets *twice a year*, once in August, at the beginning of the academic session and again in February, towards the end of the academic year.

The composition of the LMC is as follows:

Chairperson	Sr. Louella Rodrigues
Secretary	Dr. Sr. Lilian Rozario
Management Representative	Msgr. Nereus Rodrigues (<i>Manager, St. Andrew's College of Arts, Commerce & Science, Bandra-W, Mumbai</i>)
Educationists	Dr. Ancy Jose (<i>Principal, Nagindas Khandwala College of Commerce, Arts & Management Studies, Malad-W, Mumbai.</i>)
	Prof. Mrs Lilla D'souza (<i>Former Principal, St. Andrew's College of Arts, Commerce and Science, Bandra-W, Mumbai.</i>)
Advocate	Mr. Francis Athaide
Teaching Representatives	Sr. Tanuja Waghmare & Mrs. Sheela Philip
Non Teaching Representative	Ms. P. Coelho

Functions of the LMC :- (Powers and Duties of LMC)

- Approving the budget and financial statements.
 - Recommending to the management the creation of the teaching and other posts.
 - Determining the programme of instruction and internal evaluation of the progress of studies in the college.
 - Make recommendations to the management for the improvement of the standard of teaching in the college.
 - Advise the principal regarding the intake capacity of various classes, preparation of time table, distribution of teaching workload etc.
 - Consider and make recommendations on the report of the Local Inquiry Committee.
 - Prepare the annual report on Committee's work.
4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?
- **Staff-Meetings**: At the beginning of each academic year, the principal holds a meeting with the staff to jointly plan for the implementation of the activities drawn up for the year. The entire year's *academic calendar* is discussed and the staff are informed of their responsibilities. Staff-meetings are also regularly held round the year.
 - **Circulars**: The principal periodically sends circulars to the staff to inform them of upcoming events and duties.
 - **Committees**: The staff are appointed to various college committees with *diverse portfolios* to look into the smooth functioning of the constituents and activities of the institution. Each committee has its *objectives and Action plan for the year*. *Roles* of individual committee members are *well-defined* within each group.
 - **Personal Meetings**: The principal also has personal meetings with *individual staff members* to discuss and plan future activities and to review the activities already concluded.
5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Periodic Reviews are a regular feature at STIE. The reviews happen at both a formal and informal level. The principal makes herself very accessible to the staff and students and feedback is always solicited.

At the formal level:

- **Staff meetings:** At the *end of every week*, the principal has a staff meeting to assess the activities that have been recently concluded and to plan for the week ahead.
- **Students' Council:** The principal meets the students' council *every fortnight*. The students present their grievances and reviews to the principal.
- **Committee Meetings:** The various college committees viz. the Women's cell, Anti-Ragging Cell, Research Cell, Guidance and Counselling Cell, Examination Committee, Library Committee, etc. meet at least *once in two months*. Minutes of their meetings are presented to the principal for scrutiny.
- **Annual IQAC Report:** The annual IQAC report provides a comprehensive feedback of the institution's performance.
- **Feedback from various stake-holders:** The College always collects *written feedback* on its programs through schedules distributed to students and other *participants after seminars*. The college also collects *feedback from principals and teachers of practice teaching schools* on the performance of the student teachers and on the extension activities the college faculty could conduct for the teachers of their schools.
- **SWOT Analysis:** At the end of each academic session, students enumerate the *strengths, weaknesses, opportunities and threats* of the institution. The principal then makes a study of their views and introduces feasible changes based on their recommendations for the new academic year.

At the Informal level: The principal has a good rapport with the staff, students of the College, with the practice-teaching schools, with other noted educationists and alumni who provide feedback on the functioning of the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The barriers that impede the achievement of the vision/mission and goals are identified from experiences in the day to day functioning of the college and from feedback received from the various stake - holders such as students, teachers and practice-teaching schools.

Some of the barriers are listed below:

- **Time loss due to delayed admission procedure:** The academic year generally *starts only around August* with students coming in even as late as September. All schools begin in June and thus it becomes very difficult for the college to schedule practice lessons in schools and also conduct the numerous other programmes packed into the curriculum.

Measures taken: The *working hours are longer*, both for the staff and students. There is a dedicated effort put in by the management to ensure that the quality of the B.Ed programme at STIE is not compromised. *Practice teaching lessons* are taken on *four* days of the week as against the scheduled three days, so that students manage to complete their practice lessons in schools.

- **Staggered Admissions:** The seats are filled up according to the lists released by the government for each round of admissions. This increases the *pressure* on the management to ensure that the *students admitted late come up to speed with the rest of the class*.

Measures taken: Staff responsibilities are organized such that staff members in *rotation* attend to the needs of the newly admitted students helping them to make up for lost time.

- **Poor English Language Skills:** Being an English medium B.Ed college, it is mandatory for the students of STIE to have at least functional proficiency in English especially if they opt for English as one of their teaching methods. Through the centralized government admissions, many students who are admitted have very *poor linguistic skills*.

Measures taken: A *remedial programme* is put in place with students and staff mentors to help these students acquire competency in language.

- **Paucity of funds:** STIE is an aided institution but it *receives only* the *salary-grant* from the government. This makes it difficult for the college to meet the financial deficit for maintaining and upgrading its infrastructure.

Measures taken: The College takes a *loan from the St. Teresa's Institute of Education Society*. This year the college also started *two self-financing courses* and intends to start more self-financing courses in future.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- **MBO Policy:** The management follows the policy of managing by objectives. There is *participative goal setting* in resonance with the individual employee's area of expertise and tasks to be completed.
- **MBWA Policy:** The principal is always *directly involved* in the work-related affairs of the staff and students. She spends a significant amount of time gathering qualitative information through observations and informal interviews about the functioning of the college.

- **Openness to Staff Suggestions:** Staff are *encouraged to make suggestions* for the improvement of the effectiveness and efficiency of the institutional processes. The suggestions are deliberated upon at staff meetings and feasible measures are put into place.
 - **Team-building:** The staff are appointed on to *various committees* that look into the institutional processes. These committees foster team-building and co-operation between the staff and the management.
 - **Employee Empowerment:** The staff are given a *certain level of autonomy* in transacting the curriculum and in assuming their responsibilities. This ensures a sense of ownership and identity that brings with it greater dedication and efficiency.
 - **Periodic Appraisals:** The *principal appraises* the staff on their performance from time to time. The *students too provide feedback* to the staff and informal *peer-reviews* also take place between staff members to ensure the effective improvement of the institutional processes.
 - **Staff Improvement Programmes:** The staff are encouraged to *present papers at various seminars* and also attend courses and programmes to enhance their knowledge and capabilities. The College also occasionally holds in-house seminars specifically for the staff.
8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Leadership role of the Head of the Institution in:

- **Governance and Management of the Curriculum:** In keeping with the vision and goals of the institution, the principal always looks to *enrich* the curriculum so that students who pass out from STIE bear the *distinctive seal of their alma mater*. To this end, the principal encourages suggestions from students and staff. The time-table schedule is flexible so that seminars, educational visits, talks by eminent resource persons and other co-curricular activities can be incorporated. The staff are also encouraged to experiment and try out new teaching-learning processes
- **Administration:** Various committees are formed to ensure delegation of responsibilities to all stake-holders and to create a *participatory organizational culture*. The principal works in her capacity as administrator to oversee the functioning of the various committees and also to convey to the manager the needs of the college. The principal

has to *liaise with the university authorities* on various issues pertaining to administration. To that end the principal has to regularly represent the College at official meetings. The Principal also has to liaise with principals of other B.Ed Colleges.

- **Allocation and Utilization of Resources:** Decisions regarding the financial aspect of allocation and utilization of resources are taken by the Principal in consultation with the *LMC*. A careful *needs analysis* is undertaken through the feedback received from faculty and students. Accordingly, resources are then allocated for the enhancement of the infrastructure and other related activities.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Committee	Date	Decisions Made
L.M.C	26.11.08	Discussion on the audited statements of the year 2007–08 Review of the report on various institutional activities Future planning.
	07.05.09	Confirmation of the previous L.M.C meetings Discussion on the proposed activities of the college for 2009 – 10 Review of the Budget for the year 2009 - 10
IQAC	22.07.08	Review of all the activities in the academic calendar Introducing Honors Programme Planning for the National Seminar on Emotional Literacy.
	18.08.08	Review of the Extension Programme Discussion on cells to be formed.
	21.12.08	Discussion with the placement cell about campus interviews Review of the results of students performance in the semester exams.
	26.02.09	Preparation for the University exams Review of the annual day Review of internal assessment
	13.04.09	Review of the years work. SWOT Analysis. Planning for NAAC re-accreditation. Planning for the year ahead

Committee	Date	Decisions Made
Guidance and Counselling Cell	18.07.08	Decision regarding Inauguration of the Cell and Orienting the students about the cell.
	9.08.08	Planning out the activities that could be conducted in the cell. Students would be preparing a chart on various occupations and would display the same.
	23.09.08	Discussion and Follow-up of the activities.
	28.11.08	To plan for the Future activities that could be conducted during internship. Students to interview a counselor in the school and write a report on the same.
	12.12.08	Discussion on format for writing the report
	20.01.09	Finalizing the date for submission of the interview schedule report. To guide and counsel students regarding campus interview which were held on 27 th Jan 2009.
	17.07.09	Finalizing Inauguration date. Members of the Cell decided. Planning for starting of Certificate course in Guidance and Counselling.
	25.07.09	To visit a Counselling Center in nearby vicinity
	31.07.09	3 rd August Inaugurating the cell and 5 th Aug as the Final date to start the Certificate Course.

Committee	Date	Decision Made
Examination Committee	19.07.08	Discussed and finalized the dates for Content –test and planned for the arrangements of the same.
	29.09.08	Date fixed to begin Essays in different Papers.
	06.10.08	Planned the schedule for First –terminal Examinations
	25.10.08	Discussion on the Assessment Criteria for the First- term examination and
	28.01.09	Planning for the Second-term Essays as well as content – test.
	24.02.09	Schedule the dates for Prelim and planning the supervision for the same.
	31.03.09	Planning the arrangements for the board exams.

Committee	Date	Decision Made
Maintenance Committee	17.07.08	Checking whether all equipments are in working condition
	06.08.08	Discussion on General Maintenance of overall resources in college
	09.01.09	Discussed about the changes that could be made within the college premises.
	04.04.09	Decisions regarding the Painting to be done. Installing the Green Board in Lecture hall
	07.07.09	Installing new LCD projector in Lecture hall as well as LCD in two other rooms.

Committee	Date	Decision Made
Research Cell	08.09.08	Decide on Action Research topics Methodology to be followed Assigning of guides to students
	06.10.08	Planning the Action Research during internship Deciding on date for final submission
	15.01.09	Review of the progress of Action Research Setting a date for the viva
	17.03.09	To evaluate the research projects Gather staff impression on the same

Committee	Date	Decision Made
Environment Club	04.08.08	Student representatives were selected. Discussed about the various activities to be conducted.
	06.09.08	Regarding participating in a seminar-cum- open discussion on Ozone depletion in the Nehru Science Centre on 16 th Sep.
	01.10.08	Review of the activities conducted by the cell.
	20.01.09	Discussion on conducting an assembly on water pollution and water scarcity.
	21.02.09	Final meeting of the cell reviewing the year's activities.

Committee	Date	Decision Made
Social-Service League	19.07.088	General meeting with the student -council to select the student representatives was decided.
	06.08.08	Different activities to be conducted chalked out
	19.09.08	Discussion on Community work programme to be done during Diwali vacation.
	01.10.08	Discussion made regarding the places to conduct the community work several special schools and oraganisations working for the needy children.
	25.11.08	Review of the community work activities.
	12.12.08	Planning for the community outreach programmme to be conducted during Christmas vacation.
	06.12.08	Review of the community outreach programmme.

Committee	Date	Decision Made
Students Council	18.07.08	Decision regarding the formation of the council and the Procedure for the same.
	07.08.08	Fixed the date and day for the elections.
	24.09.08	Meeting with Student Council and planning out the organization of various activities within the institution.
	13.10.08	Discussions to plan the celebration of St. Teresa's feast and Miss Education Contest.
	15.11.08	Discussions on organizing other co-curricular activities for e.g activities based on Core elements, sports day etc.
	13.12.08	Structured the Christmas programme.
	06.01.09	Discussion for the preparation of Annual Day.

Committee	Date	Decision Made
Women Development Cell	30.08.08	Discussed and Finalized the date for inauguration of Women development cell.
	04.09.08	Discussion about the program's that could be conducted within the cell. Planning for the seminar on issues related to women.
	01.10.08	Inauguration of the cell. Seminar on 'Legal Issues and Rights' by Virginia Saldhana.
	29.10.08	Planning for activities on core-element on topic of issues related to women.
	31.01.09	Decided on attending Seminar on women's development in other institution.

Committee	Date	Decision Made
Practice-Teaching Cell	04.07.08	Scheduling the period to start with practice lessons in schools and to seek permission from different schools that could be available.
	01.08.08	Decided to start practice lesson from 8 th Aug and to carry out the necessary pan of action for the same.
	13.09.08	Planning for the students with late admission so they could cope-up with their lessons.
	07.10.08	Discussion and Planning of Internship programme.
	15.11.08	Discussed and planned out activities that could be conducted during the intern-ship programme.
	29.11.08	Follow-up of the internship programme.

Committee	Date	Decision Made
Admission Committee	05.05.08	Publishing advertisement in Times Of India regarding admission of minority category. Notices to be sent to parishes. Deciding on the last date for filling and submitting admission forms by the minority category.
	16.06.08	Scanning admission forms submitted by the minority category and assigning credits. Preparing first merit list Deciding deadline for payment of fees. Updating records of students admitted from open category.
	08.07.08	Reviewing no of vacant seats after display and payments of fees by students of 1 st merit list. Preparing 2 nd merit list and deciding deadline for payment of fees. Scheduling informal interviews for students of minority category admitted through 1 st /2 nd merit list.
	23.08.08	Reviewing no. of students admitted from open category and finding the vacant seats to be conveyed to the government.
	11.09.08	Preparing the final admission list Reviewing the no. of students admitted in open category during each round centralized admission and spot admission.

Committee	Date	Decision Made
Placement Committee	27.11.08	Deciding upon a date for the campus interviews. Drafting a letter to be sent out to schools desiring to participate in the campus interview programme.
	15.12.08	Reviewing the letters received from schools regarding their acceptance to participate in the campus interview programme. Preparing a rough schedule of the time slots and rooms allotted to the various schools for the interviews
	09.01.09	Drawing up an orientation programme for the students on how to prepare their job resume and soft skills needed to present them at interview.
	05.02.09	Assigning various faculty members different duties on the day of campus interviews. Appointment of group leaders for each group to monitor the smooth execution of interviews. Deciding on refreshments to be served to visiting principals and teachers. Preparing an appraisal form to be filled up by the employers.
	13.03.09	Preparing a summary of the students who received placement through the campus interview programme. Sending out letters thanking employees for participating in campus –interview programme. Updating records of the outcome of the campus interview programme.

Committee	Date	Decision Made
Alumni Committee	16.07.08	Preparing the alumni data base form. Ensuring enrollment of every student passing out from the institution in June2008. Updating records of registered alumni on the computer. Deciding on alumni who could be invited to give macro demonstration lessons.
	16.08.08	Updating the alumni database. Inviting as resource persons to conduct the seminars and workshops for the B.Ed. teacher trainees.
	06.09.08	Creating a webpage for alumni activities Inviting alumni for Miss Education Contest.

	08.10.08	Inviting alumni to deliver model simulation lessons. Contacting various alumni to get their schools involved in campus interview programme and internship organized by the college.
	20.11.08	Getting alumni involved in helping with Annual Day Celebrations. Contacting alumni to obtain information on job vacancies asking in their institutions.
	12.12.08	Preparing performance appraisal forms to be sent out to practice teaching schools to assess satisfaction of employees with trainees emerging from STIE.
	20.01.09	Planning the Alumni meet Assigning duties to staff for the same.
	02.02.09	Preparing a feedback form inviting constructive suggestions of alumni attending the meeting. Deciding on refreshments to be served /games to be conducted/ prizes etc.

Committee	Date	Decision Made
ICT Committee	14.07.08	Installing LCD projector
	06.09.08	Addition of computers in the Computer laboratory
	03.10.08	Installing computer in staff-room
	29.11.08	Helping students with CAI projects
	11.12.08	Updating Internet Facilities
	28.01.09	Guiding students to use technology in annual day programme.
	20.02.09	Planning for othe various programmes in developing ICT skills

Committee	Date	Decision Made
Co-Curricular Committee	19.08.08	Planning and arrangements for talent search activities.
	04.09.08	Planning out activities that could be conducted through-out the year
	10.10.08	Preparation for St. Teresa's feast and miss Education Contest.
	10.12.08	Planning for Christmas Celebration
	18.12.08	Reviewing the planning for the same.
	17.01.09	Planning and framing out Annual Day
	23.01.09	Reviewing the years activities

Committee	Date	Decision Made
Honours Programme	10.07.08	Resources to be tapped, Orientations of Programme
	20.08.08	Review of activities, Attendance keeping for the programme
	18.09.08	Plan of Action, Discussion on assigning Credits
	16.10.08	Revision of Dates
	22.11.08	Planning of the Certificate
	19.12.08	Awarding of credits
	05.01.09	Report Reading, Certificate Writing

Committee	Date	Decision Made
Health Cell	04.09.08	Family Life Sex Education Workshop
	27.11.08	Starting of Gymnasium.

Committee	Date	Decision Made
Infrastructure Committee	17.07.08	Changing the arrangements in the Computer Lab.
	06.08.08	Board for Roll of Honour and mission and vision statement
	25.09.08	Installing water cooler in staff-room.
	22.11.08	Discussing and Planning for renovations in library.
	19.01.09	Installing Green board in Lecture Hall.
	04.04.09	Felt boards and painting to be done.

Committee	Date	Decision Made
Adult Education	12.07.08	Decision taken about enrolling for Adult Education. Teacher representatives (Ms. Sheela P. and Ms. Cindrella D.) were appointed. Discussion on last year success. Planning First term training programme.
	21.08.08	Discussion and organizing orientation programme for students. Sending registration forms. Selecting student managers. Ms. Sheela P. as field coordinator.
	13.09.08	Discussion about the completion of work by the students. Planning the visit by respective field coordinator.
	14.10.08	Planning the visit by respective field coordinator. Submission of first term report to the department.
	18.11.08	Discussion and planning out the work to be carried out in second term. Attending second term training programme.

	13.12.08	Discussion on Adult Education festival –UDAAN. Planning for the participation in the festival. Finalizing the date for poster competition as per the area selected. Second term field visit by the field coordinator.
	07.01.09	Selection of Best posters. Discussion about the skit to be presented at the festival.
	04.02.09	Discussion about writing the projects, assessment and evaluation. Planning Exnt Field coordinator supervising the projects

Committee	Date	Decision Made
Time – Table Committee	02.07.08	Discussion an planning for the activities such as Micro-Teaching. Orientation to the course, Micro-teaching, Bridge lessons, macro-Demo lessons, objectives and specifications, lesson plan. Planning regarding practice teaching.
	05.08.08	Planning for practice teaching activities for the month like chart preparation and book review.
	04.09.08	Discussion on celebrating teacher's day. Dates planned for CAI orientation, gaming. Planned for talk by Mamasaheb Kulkarni on anti-dowry.
	04.10.08	Planning for term test and celebration of St. Teresa's feast. Planning for Content test as well.
	18.11.08	Further planning for practice teaching and internship.
	10.12.08	Planning for seminars in core papers. Simulated lessons.
	02.01.09	Organizing and planning and conducting activities in month such as content test, educational visits, chart preparation, sports day, and activity in core element.
	02.02.09	Planning and conducting open book exam, seminar, annual day, alumni meeting.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The Organisational structure is as described on reverse of page no. 160.

CONSTITUTION OF THE VARIOUS COMMITTEES

The various committees are as follows:

Sr. No.	Committee	Objectives	Academic Year 2009 – 2010
1.	Local Management Committee	<p>Prepare the budget and financial Statements.</p> <p>Recommend to the management the creation of the teaching and other posts.</p> <p>Determine the programme of instruction and internal evaluation and to discuss the progress of studies in the college.</p> <p>Make recommendations to the management for the improvement of the standard of teaching in the college.</p> <p>Formulate proposals of new expenditure not provided for in the college budget.</p> <p>Advise the Principal regarding the intake capacity of various clases, preparation of time – tables, distribution available teaching work load and such other matters relating to the internal management of the college and discipline of the college students as may be referred to it by the Principal, from time to time.</p> <p>Consider and make recommendations on the inspection report if any,</p> <p>Consider and make recommendations on the report of the Local Inquiry Committee, if any,</p> <p>Prepare the annual report on the work done by the committee for the year ending on the 30th June and submit the same to the management, the management council of the university and the concerned Director, Perform such other duties and exercise such other powers as may be entrusted by the management and the university.</p>	<p style="text-align: center;">Chairman</p> <ul style="list-style-type: none"> ● Sr. Louella Rodrigues <p style="text-align: center;">Secretary</p> <ul style="list-style-type: none"> ● Dr. Sr. Lilian Rozario. <p style="text-align: center;">Management Representative</p> <ul style="list-style-type: none"> ● Msgr Nereus Rodrigues <p style="text-align: center;">Educationists</p> <ul style="list-style-type: none"> ● Dr. Ancy Jose ● Prof. Mrs Lilla D'Souza <p style="text-align: center;">Lawyer</p> <ul style="list-style-type: none"> ● Mr Francis Athaide <p style="text-align: center;">Teaching Representatives</p> <ul style="list-style-type: none"> ● Sr Tanuja Waghmare ● Mrs Sheela Philip <p style="text-align: center;">Non Teaching Representative</p> <ul style="list-style-type: none"> ● Ms P. Coelho.

2.	IQAC	<p>The main goal of the cell is Quality Enhancement in all the institutional activities. To attain this the cell Plans objectives to be attained during the academic year. Oversees the various activities (Curricular and Co - curricular).Reviews the performances to evaluate the attainment of objectives .</p> <p>Projects the revised plan for next academic year.</p>	<p>Chairman</p> <ul style="list-style-type: none"> ● Dr. Sr. Lilian Rozario. <p>Administrative Officers :</p> <ul style="list-style-type: none"> ● Dr. Leena Pinto ● Ms Veera Fernandes <p>Teachers :</p> <ul style="list-style-type: none"> ● Sr Tanuja Waghmare ● Ms Sheela Philip <p>Managers :</p> <ul style="list-style-type: none"> ● Sr Louella Rodrigues <p>Nominee From Local Society :</p> <ul style="list-style-type: none"> ● Mr Francis Athaide <p>Co – ordinator :</p> <ul style="list-style-type: none"> ● Ms Roselle Aranha
3.	Admission Committee	Preparing the merit list and carrying out the admission process.	<p>Chairperson:</p> <ul style="list-style-type: none"> ● Dr. Sr. Lillian Rozario <p>Teachers-in –Charge:</p> <ul style="list-style-type: none"> ● Ms.Giselle D’Souza ● Ms.Joan Lopes <p>Clerical Assistance:</p> <ul style="list-style-type: none"> ● Ms.Colleen Fernandes
4.	Honors Program Committee	To plan and carry out the various activities and courses to be conducted under the Honours Program. Evaluate the performance of the students and distribute the certificates.	<p>General Convenor:</p> <ul style="list-style-type: none"> ● Dr. Sr. Lilian Rozario. <p>Members:</p> <ul style="list-style-type: none"> ● Mrs Sheela Philip ● Ms Roselle Aranha.
5.	Adult and Continuing Education and Extension	The college is affiliated with the Department and ACEE and this linkage helps in carrying out various extension activities.	<p>Programme Convenor :</p> <ul style="list-style-type: none"> ● Mrs Sheela Philip <p>Members :</p> <ul style="list-style-type: none"> ● Mrs Cindrella D’mello ● Ms Sonia Almeida
6.	Womens’ Cell	Organise activities that create awareness against Women exploitation and safeguard their rights.	<p>Convenor :</p> <ul style="list-style-type: none"> ● Dr. Sr. Lilian Rozario. <p>Teacher Representatives :</p> <ul style="list-style-type: none"> ● Mrs Joan Lopes ● Ms Cerena Dias <p>1 student Representative :</p>

7.	Social Service League	The League functioning to organise various social service and community outreach programmes.	Convenor: <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Teacher Representatives : <ul style="list-style-type: none"> • Mrs Joan Lopes • Ms Spoty Karthik 2 Student Representatives:
8.	Guidance & Counselling Cell	Organise activities and talks pertaining to educational, personal, social and vocational guidance.	Convenor : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Teacher Representatives : <ul style="list-style-type: none"> • Ms Sonia Almeida • Ms Spoty Karthik
9.	Anti Ragging Cell	Create a general awareness among school and college students about the hazards of Ragging.	Convenor : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Teacher Representatives : <ul style="list-style-type: none"> • Mrs Sheela Philip • Mrs Cindrella D'mello 1 student Representative :
10.	Research Committee	To structure action research projects. To look into collaborative research projects at the institutional level.	Chairperson : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Convenor : <ul style="list-style-type: none"> • Ms. Roselle Aranha. Members : <ul style="list-style-type: none"> • Mrs. Giselle D'souza • Mrs. Spoty Karthik
11.	Examination Committee	To plan out the arrangements for conducting various internal as well as external examinations.	Convenor : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> • Ms Sonia Almeida • Ms Cerena Dias
12.	Seminars and Workshops Committee	To plan and organise various talks, seminars and workshops in the Institution.	Convenor : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> • Ms Roselle Aranha • Mrs Sheela Philip • Mrs Radhika Vakharia.
13.	Alumni Committee	To oversee the functioning of the Alumni Association, conduct meetings etc.	Convenor: <ul style="list-style-type: none"> • Mrs. Giselle D'Souza Member: <ul style="list-style-type: none"> • Mrs. Joan Lopes

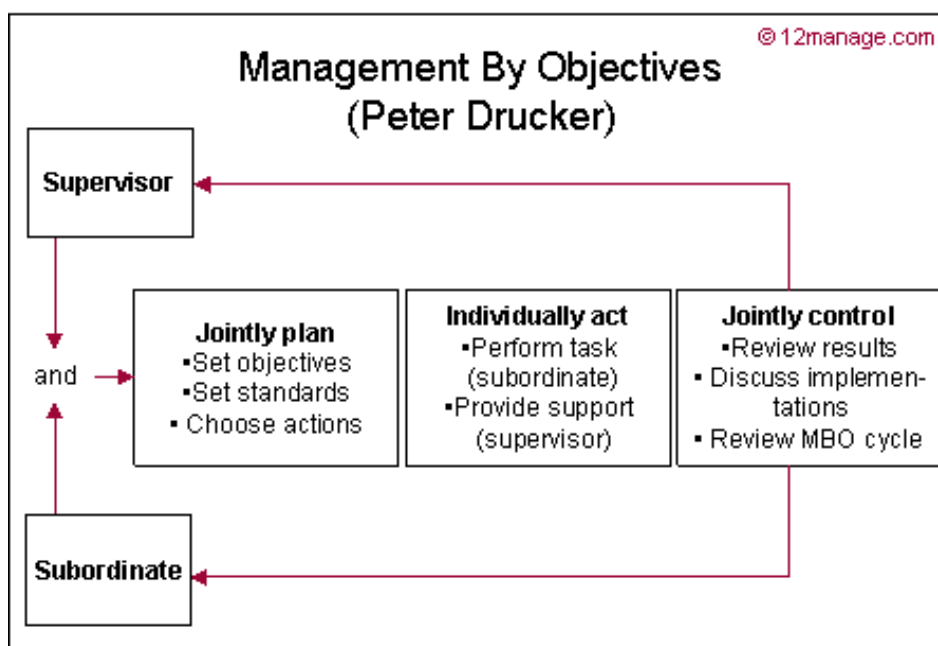
14.	Placement Cell	Organise Campus Interview	Convenor : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> Mrs Giselle D'souza Ms Sonia Almeida
15.	Co-curricular Activities Committee	Plan, Organise and Evaluate the various Co-curricular Activities.	Convenor : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> Ms Roselle Aranha Ms Cerena Dias. 2 student Representatives :
16.	Finance & Accounts Committee	Doing Financial Planning, preparing the budgets, arranging for internal and external audits.	Convenor : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members <ul style="list-style-type: none"> Ms Sharmila Vaz Ms Colleen Fernandes
17.	Students' Council	Acting as link between the students and the Principal and staff, providing leadership to various curricular and co-curricular activities.	President : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario Teacher Representatives : <ul style="list-style-type: none"> Mrs Joan Lopes 9 student Representatives :
18.	Time Table Committee	Preparing the academic and the college time table.	Convenor : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> Mrs Cindrella D'mello Ms Reshma Cusher.
19.	Health Cell	Organise need based Health Awareness Programms Seek collaboration with health centres to facilitate health services.	Convenor : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> Mrs Sheela Philip Mrs Radhika Vakharia
20.	Infrastructure Committee	Ensure optimum utilization of the Infrastructural facilities.	Chairperson : <ul style="list-style-type: none"> Dr. Sr. Lilian Rozario. Members: <ul style="list-style-type: none"> Mrs Sheela Philip Ms Cerena Dias Clerical Assistance: <ul style="list-style-type: none"> Ms Patsy Coelho

21.	ICT Committee	Making students aware of ICT facilities and enabling them to incorporate the same (curricular & cocurricular activities)	<p>Convenor :</p> <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. <p>Members :</p> <ul style="list-style-type: none"> • Ms Cerena Dias, • Ms Sharmila Vaz • Ms Colleen Fernandes.
22.	Library Committee	Review the various library resources for adequate access, relevance and to make acquisition.	<p>Chairperson :</p> <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. <p>Librarian :</p> <ul style="list-style-type: none"> • Mrs Shanta Sankar <p>Technical Staff</p> <ul style="list-style-type: none"> • Ms Delicia Ferreira <p>Teacher Representatives:</p> <ul style="list-style-type: none"> • Mrs Sheela Philip • Mrs Joan Lopes. <p>2 Students Representatives</p>
23.	Maintenance Committee	Oversee the repair and maintenance of all physical and infrastructural facilities.	<p>Chairperson :</p> <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. <p>Teacher Representative :</p> <ul style="list-style-type: none"> • Ms Sonia Almeida. <p>Members :</p> <ul style="list-style-type: none"> • Ms Patsy Coelho • Mr Kinulal Yadav • Mr Sanjay Gurav • Mr Laxmam Garje.
24.	SUPW	Provide training to the students in doing certain socially useful productive work.	<p>Convenor :</p> <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. <p>Members:</p> <ul style="list-style-type: none"> • Mrs Joan Lopes, • Mrs Cindrella D'mello, • Ms Sonia Almeida, • Ms Cerena Dias • Ms Reshma Cusher
25.	Practice Teaching	Making arrangements for practice teaching, networking with the practice teaching schools and fixing the schedule for Practice teaching and Internship.	<p>Convenor :</p> <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario <p>Teachers-in –Charge:</p> <ul style="list-style-type: none"> • Ms.Giselle D'Souza • Ms.Joan Lopes

26.	Culture Dissemination	To help students appreciate the depth and richness of our Indian culture. To preserve and transmit our cultural heritage to the future generations.	Convenor : <ul style="list-style-type: none"> • Dr. Sr. Lilian Rozario. Members : <ul style="list-style-type: none"> • Mrs Sheela Philip • Mrs Radhika Vakharia.
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3. To what extent is the administration decentralized? Give the structure and details of its functioning?

The management follows the MBO plan as follows:



The administration is decentralized to the extent that a number of committees are formed to look into the daily functioning of the college. The *tenure* of a particular staff member on each committee is for a period of *three years*. The committees comprise of senior as well as junior staff members. The seniors groom the juniors to help them take effective charge of their responsibilities and possibly lead the committee in future. Staff are members of more than one committee, this promotes active involvement and co-operation across the board.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

➤ **Collaboration with the University and other B.Ed Colleges:**

Board of Studies: The Principal is an elected member of the Board of Studies, faculty of Education, University of Mumbai.

Syllabus Revision: The principal was the coordinator of the committee that drew up the draft syllabus for the paper 'Psychology of the Learner' in March 2007. Three staff members were also members of Syllabus revision committees for the subjects of 'Philosophical foundations of education', 'Sociological foundations of education', and 'Action Research'

Orientation Programmes: After the new syllabus was approved by the university authorities, the College hosted an orientation programme for the staff of other B.Ed colleges in the subjects of 'Guidance & Counseling' and 'Psychology of the Learner'.

Adult and Continuing Education: Mrs. S. Philip, an STIE faculty member is Field coordinator for Adult Education, she collaborates with the University and also visits other colleges to orient them on Adult Education.

Paper-Setting: The principal and two members of the staff viz. Mrs. D'Souza and Ms. R. Aranha are university paper-setters for the B.Ed examination.

Paper-Assessment: The staff collaborates with the University in assessment of examination papers. Four staff members are examiners. The Principal and Mrs. G. D'Souza have been appointed as moderators for their respective teaching subjects.

Networking of libraries: There is an understanding between the managements of STIE and two other neighbouring B.Ed colleges on sharing of library resources.

➤ **Collaboration with school personnel:**

Planning the practice-teaching Schedule: The practice-teaching schedule for each year is drawn up in consultation with the teachers and principal of practice-teaching schools, keeping in mind their examination dates and other co-curricular activities.

Feedback on practice lessons: The practice lessons are supervised by the College staff, but verbal feedback on the performance of the student-teachers is obtained from the teachers of practice-teaching schools. At the end of the year the College sends out a feedback pro-forma to the practice teaching schools to obtain a comprehensive written feedback on the overall performance of the student-teachers during the year.

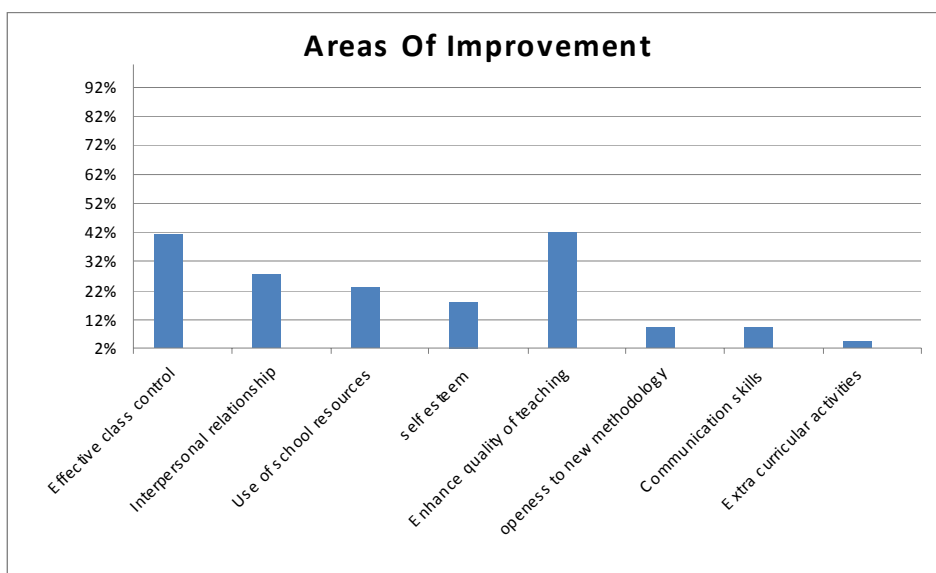
(Refer to Appendix 4-I)

Seminars for School personnel: The College also organizes seminars for school personnel on pertinent issues concerning the cause of education. Some staff members also provide consultancy services to schools on an honorary basis.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

➤ **Feedback from schools:**

The following graph shows the feedback received from practice teaching schools.



As can be seen from the graph, the responses indicate improvement needed in class control techniques and quality of teaching. The staff are working on teaching students new ways of curriculum transaction. Last year the college organized a seminar on 'Discipline with Dignity'. The college will hold a similar seminar for the students this year to teach them better class control techniques.

➤ **Feedback from Students:**

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 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 *productive 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 STIE. They were also unhappy about the insistence on attendance. These of course, 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.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating / providing conducive environment).

➤ **Promoting co-operation:** The work-environment at STIE is cordial. The management, staff and students co-operate with each other. The following initiatives contribute to co-operation:

Morning Assembly: The principal, staff and students collectively participate in the morning assembly each day. This helps to strengthen the bonds of comradeship.

Common Celebrations: Various festivals and events are celebrated in college through the year. These occasions again give the management, students and staff an opportunity to freely interact with one another.

Working together: The academic year at STIE provides numerous opportunities to the staff to come together and collectively work for the realization of the goals of the College. As stated earlier, the staff are appointed to various committees wherein they have to form different teams and work together to fulfill the objectives of the committees. Seminars and workshops hosted by the college are another feature that requires the staff to challenge themselves and go beyond their daily routine to plan and successfully conduct the seminars.

- **Sharing of Knowledge & Innovations:** The Principal's *openness to staff suggestions* encourages faculty members to present their ideas and thoughts at staff meetings with *confidence and freedom*. Planning any activity at STIE routinely involves brainstorming leading to sharing of knowledge and ideas. Also when staff attend any seminar outside, they come back and share their learning with the other staff members. As stated earlier staff are encouraged to experiment and use new pedagogies and methods of curriculum transaction.
- **Empowerment of Faculty:** The *numerous responsibilities* assumed by the staff right through the year serve to *empower and challenge* them to scale greater heights. The staff are encouraged to *attend seminars, participate in workshops, engage in consultancy* etc. The principal always encourages the staff to take up minor and major research projects and to publish scholarly articles.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No the institution does not have an MIS in place at present. All data and information relating to the academic and administrative aspects of the institution is regularly documented and filed both as soft and hard copies.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

- **Allocation of Human Resources:** At the beginning of each academic year, the action plans are drawn up at the macro-level viz. the staff meeting. The process of implementation then begins at the micro-level with staff working in the various committees to see the fulfillment of the same. The appointment of staff members to the various committees is made with due care after consideration of the parameters such as *expertise, competency, rotation of portfolios, individual workload etc.* As mentioned earlier the committees are so constituted such that the senior and junior staff members are both included. This is done deliberately so that the seniors can groom the juniors for the future. Most committees also have student representatives thus ensuring capacity building at all levels.
- **Allocation of Financial Resources:** The committees make their evaluations known to the Principal, who in turn presents them to the LMC. The feasibility and affordability of the demands are looked into and accordingly financial resources are allocated.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

➤ **Human Resources**: The curricular and co-curricular activities at STIE are the realization of its mission and goals. To achieve this end, the principal and staff meet together to chalk out the various programmes for the benefit of the staff, students and the teaching community in general. Besides the faculty, *a number of eminent persons often come to the college to conduct lectures and seminars*. These sessions are planned in advance for the convenience of both the college and the visiting experts.

➤ **Financial Resources**: The management generally provides for the financial resources from its *budgetary allocations*. In case of a *seminar*, the college charges a *registration fee* from the participants; the college also seeks *funds from bodies like the UGC and AIACHE etc.* In case of *self-financing courses*, the finances are mobilized through the *fees of the course*.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

➤ **Procedure for developing the academic plan:**

The academic plan for the next year is tentatively drawn up at the end of each academic year. The *academic plan must align with the school calendar since practice teaching is an important part of the B.Ed. syllabus*. Hence the college must schedule practice teaching sessions keeping in mind the availability of the schools and the feasibility of practice lessons in the available time.

At the beginning of each academic year, the students are divided into various practice teaching groups. Each group has 3-4 schools for practice-teaching. The *students speak to the school authorities and get an overview of the dates during which the school will permit the students to give practice lessons*.

The students draw up their practice teaching time-table in consultation with the teachers of the practice teaching schools.

All other lectures and activities are then scheduled as per the requirements of the University syllabus in congruence with the events in the annual calendar

The academic calendar is collectively drawn up by the Principal and staff of STIE.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives are communicated and deployed at all levels as follows:

- **Committee levels:** Each committee has its own objectives that resonate with the Institution's Vision, Mission, Values and Objectives. All the efforts put in by the staff and students are directed towards the fulfillment of the goals and objectives.
- **Course level:** The pedagogy involved in every subject taught at STIE is structured around the objectives of the institution. The staff are active participants in curriculum design and therefore all their endeavours contribute towards institutional development.
- **Co-curricular Activities:** All co-curricular activities reflect the objectives of the institution. Staff members take charge of the different activities thereby making their distinctive contribution to institutional development.

6. How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The evaluation at STIE is both *formative and summative*. The evaluation is done both at the *individual level* and at the *institutional level*.

The success of the vision, mission and implementation plans can be judged from the *success of the staff and the students*. The students' efforts at practice-teaching, essays, exams, and other co-curricular activities are monitored by the principal and staff. The discipline and ethos of the institution is also monitored by the management. Whenever shortfalls are detected, the staff and management, come back to the drawing board to make a reconnaissance of the same, changes are accordingly brought into the teaching-learning and evaluation processes.

This happens on a daily basis, though *formal evaluation* is generally done at the *end of each academic year*, where all the *activities of the year are reviewed including the performance of the students at the university exams*.

The vision and mission statements are not drastically changed though of course the *objectives and implementation plans are periodically revised to keep up with the changes in the country and world*.

7. How does the institution plan and deploy the new technology?

The incorporation of new technology is determined by its usefulness to the B.Ed. curriculum and its affordability. As mentioned earlier the staff and students make their evaluations and suggest technological advancements. These are then studied by the members of the LMC and the Principal, accordingly new technology is deployed.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

- **Faculty Development Needs:** The Principal *keenly observes* the performance of the faculty. Feedback is an important feature at STIE. The *students assess* the faculty at the end of each year through the TAQ. Students' feedback on the faculty is also sought by the principal through her interactions with the students, right through the year. Accordingly the Principal *advises the faculty* on their development needs. Faculty are also *sent for seminars*, the fees of which are borne by the institution.
- **Career Progression of Staff:** The staff are *relieved of their duties* and allowed to attend the Orientation and Refresher Courses as stipulated by the UGC for career advancement. The staff are also encouraged to *take up minor and major research* projects. Through the Board of Studies the principal also proposes the names of staff members for *appointments as university paper-setters and examiners*.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The mechanisms for performance assessment are as follows:

- **Self-appraisal:** The staff are required to *fill up a self-appraisal* form each year and submit it to the principal.
- **Evaluations by Students:** At the end of each year, the principal gets the students to make a SWOT analysis of the institution. The students also assess the staff members by answering a TAQ for each staff member. (Refer to Appendix 4-j)
- **Evaluations by Peers:** The staff members *constructively* evaluate one another right through the year, though no formal procedure is followed for the same.

- **Overall Evaluation by the Principal:** The Principal evaluates the staff on the basis of her *own observations* of their performance, and on the basis of the *feedback received* from the students. Good practices and success stories are shared with other staff members and remedial measures undertaken.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The management provides *loans* to the staff (especially the non-teaching staff) whenever required.

The *staff room is well-designed*. Staff have individual work-spaces and lockers. There is also a food-warmer and a water purifier that has been provided.

In the campus there is sufficient *space for parking* of staff vehicles.

4. Has the institution conducted any staff development programme for skill up- gradation and training of the teaching and non-teaching staff? If yes, give details.

- **Teaching staff:** The College organizes seminars for the development of the staff. Recently, the college organized the following development programmes:

NAAC Preparation Seminar: STIE, Smt. Kapila Khandvala College of Education, Hansraj Jivandas College of Education, jointly organized an orientation seminar for the staff members to prepare them for the process of re-accreditation.

Certificate Courses: STIE introduced self-financing certificate courses this year in *Guidance and Counselling* and *Health Care Ethics*. The staff were encouraged to attend these courses, free of cost, as part of their development programme.

- **Non-teaching staff:** The non-teaching staff were sent to attend the MS-CIT course.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.) ?

Recruitment Policy for staff appointment are in accordance to the NCTE, UGC norms. *Salary structure and service conditions* are as per *State Government norms*. Whenever there is a vacancy, the post is advertised in the newspaper and applications are invited. The applications are scrutinized and the eligible candidates are interviewed by a Selection Committee constituted by the management of STIE according to the University rules.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part - time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

All academic posts at STIE have been filled in by faculty appointed on permanent basis, hence there has been *no need* for any employing part time/ Adhoc faculty. Experts in various fields are invited by the management to conduct short-term courses, but they are not employed by the College.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

➤ **Faculty Improvement Programme:** Eligible staff can avail of benefits under the scheme for UGC Faculty Improvement. They can go on leave for up to two years while pursuing their Ph.D.

➤ **Participation in Seminars and Workshops:** The staff are encouraged to participate in seminars and workshops. The *management pays the registration fees* for the same.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

➤ **Staff-Room:** The College has a spacious, well ventilated staffroom with *separate workspaces* and *lockers* for each staff member. The staffroom has a *computer with internet* facility. Reprographic and printing facilities are available to the staff. There is a hot and cold *water purifier-cum-dispenser*. A *food warmer* is also provided for the convenience of the staff. The staff room also has a *toilet* exclusively meant for staff use.

- **Library:** The library has *cubicles for private study*. The staff can also use the resources of the *British Council library*. The college has corporate membership of the same.
- **Technological support:** Most classrooms have OHP and LCD projectors. The main lecture hall also has the microphone facility.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The local management committee has a staff representative through whom the staff can communicate their suggestion and grievances. Staff meetings also become a forum to express and discuss staff grievances.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

- **Workload Policy:** The workload is generally distributed in the teacher-student ratio of **1:10**. Teachers have groups of ten students for practice teaching, lesson guidance, observation of simulated lessons etc. *Teaching subjects are divided* among the staff as per the discretion of the Principal.
- **Extension Activities:** The staff are encouraged to engage themselves in research, consultancy and community activities. *Concessions* are accordingly given to the staff so that they can *participate in seminars* and network with schools and community. For assessment of University papers, staff are relieved of their duties in college so that they can be present at the CAP centre of the University.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution *doesn't have any formal mechanism* to reward and motivate staff members. Informally the staff are thanked and appreciated for their endeavours but no documentation is done of the same.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The institution gets financial support from the government in the form of the Salary Grant. and a UGC Basic development Grant .The salary grants received in the last three years are as under:

Years	Salary Grants received
2006 - 2007	Rs. 2691000/-
2007 - 2008	Rs. 2694000/-
2008 - 2009	Rs. 3413691/-

The UGC grant received for the last three years is as under:

Years	Basic Development Grant
2006 - 2007	Rs. 194208/-
2007 - 2008	Rs. 129469/-
2008 - 2009	Rs. 294086/-

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No resources have been mobilized through donations.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The operational budget is inadequate to cover all the day to day expenses. The deficit is met by taking loan from the society of St. Teresa's Institute of Education

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The college receives a salary grant from the government and Basic Development grant from the UGC for purchase of books and equipment. Expenses of other resources are

met by the management. Detailed budget estimates for the current academic session are attached. (Refer to Appendix 3-a). The Development Assistance Grant released to the College by the UGC under the XI plan for under-graduate education is also attached (Refer to Appendix 3-b)

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes the accounts are audited annually. The College has chartered accountants Rao and Ashok who look into the audits of the institution. (Refer to Appendix 3-c, Appendix 3-d)

6. Has the institution computerized its finance management systems? If yes, give details.

No the finance management system of the College is not computerized. However Tally 8.1 has been installed on all the office computers.

6.6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The significant best practice in Governance and Leadership is 'Staff motivation through **Cognitive Evaluation.**'

As mentioned earlier the Institution *has no formal mechanism to reward and motivate staff*. The Institution receives a salary grant from the government, the Principal has no discretionary powers to link staff performance to remuneration. Hence, *rather than adopt the 'carrot and stick' approach*, the Principal follows the cognitive evaluation strategy. Staff performance is not contingent on extrinsic rewards; it resonates with intrinsic motivation and each individual staff member's cognitive belief system. The staff thus *find fulfillment in the accomplishment of the tasks assigned*. Staff are *given the autonomy to use their creative expertise and intuitive insights* for task achievement. The *experience* gained from working on various assignments *is itself a reward* for the staff who expand their capabilities and *enhance their professional prowess*. This also puts the staff on the road to *self-actualization* and makes them persons of character and competence.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the main evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

The main evaluative observations made during the previous assessment were as under:

- *The management of the college is interested in the maintenance of the 'system' and enables the Principal to take full charge of college administration.*

This has been acted upon as follows:

- **Decentralization of Administration:** The College now has much **more staff involvement in all its activities** as compared to earlier. Staff are appointed to **various committees** to look into the different college programmes and activities. Staff are also given a certain level of **autonomy** so that they can think and work with more creativity.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Some of the quality sustenance and enhancement measures undertaken since the previous Assessment and Accreditation are as follows;

- **Revision of the Institution's Goals:** The core values of the institution have been revised after much thought and deliberation to cope with the challenges of globalization.
- **Enhancement of the Infrastructure:** As already detailed in Criterion 4, the infrastructure has been upgraded in the classrooms, lecture hall, library, staffroom and administrative offices.
- **Enrichment of the Curriculum:** The curriculum at STIE is well-structured to go beyond the classroom, network with society and reflect life. Details have already been explained in Criterion1.
- **Resource Mobilization through Self-financing Courses:** The College introduced two self-financing courses this year and plans to start more such courses in future.
- **Professional Growth of the faculty:** Though the faculty at STIE are young with an average experience of about seven years in the teaching profession, most of them are pursuing their doctoral research.
- **Inception of the D.Ed College:** In an endeavour that reflects the management's dedication to the cause of quality teacher education, the Principal, Dr. Sr. Lilian Rozario took the initiative to start an English-medium D.Ed. College in December 2006. From its inception right upto May 2009, Sr. Lilian worked as Principal of both the B.Ed. College as well as the D.Ed College. From June 2009, Sr. Louella Rodrigues, Manager of the St. Teresa's Society has taken over as principal of the D.Ed. College.

CRITERION 7 : INNOVATIVE PRACTICES



Mamasaheb Kulkarni-before the talk on Dowry Awareness



Awareness on Swine flu

**Dr Avinash D'souza speaking
on learning diversity**





**Computer Training
for Students**

**Judges at the
Singing Competition**



**Educational visit to the science
centre - Contextualized Curriculum**

Cultural Activities



Criterion VII : Innovative Practices

7.1 Internal Quality Assurance System

1. Has the institution Internal Quality Assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The Institution has an IQAC cell. It was established in 2003.

The IQAC Cell has *8 office bearers*. They include the Principal, the Manager, two administrative officers, a nominee from the local society and three staff members. One of the three staff members is appointed as coordinator.

The IQAC committee for the last three years was as follows:

Members of IQAC Committees	2006 – 07	2007 – 08	2008 – 09
Chairperson	Dr. Sr. Lilian Rozario	Dr. Sr. Lilian Rozario	Dr. Sr. Lilian Rozario
Manager	Sr. Mary Delphina	Sr. Mary Delphina	Sr. Mary Delphina
Administrative officers	Dr.. Leena Pinto Mrs. Veera Fernandes	Dr. Leena Pinto Mrs. Veera Fernandes	Dr. Leena Pinto Mrs. Veera Fernandes
Nominee from local society	Mr. Francis Athaide	Mr. Francis Athaide	Mr. Francis Athaide
Teachers	Ms. Roselle Aranha Mrs. Sheela Philip	Sr.Tanuja Waghmare Mrs. Sheela Philip	Ms. Sonia Almeida Mrs. Sheela Philip
Co-ordinator	Mrs. Giselle D'souza	Ms. Roselle Aranha	Ms. Roselle Aranha

Major Activities undertaken:

➤ **Planning, Monitoring, Evaluating:**

The IQAC cell plans the *operational curriculum* for each academic year. Programmes are carefully monitored and *periodic reviews* made to evaluate their success or failure. Based on the review, the future plans are drawn up. The SWOT analysis and TAQ response garnered from the students are also evaluated by the cell.

- **Seminars and Workshops:** The cell also plans the seminars and workshops to be conducted each year. The seminars fall under two categories-those exclusively meant for the college students and those to which outside delegates are invited. When organizing *state-level and national-level seminars*, the cell looks into all the aspects such as submitting a proposal to UGC for financial assistance, printing the brochures, certificates, scrutinizing papers etc.

- **Cells and Clubs**: The IQAC reviews the activities of various cells and clubs and guides their endeavours. The cell also *liaises with the different constituents of the college* to ensure their smooth functioning.
- **Contextualized Curriculum**: The IQAC suggests activities that could form part of the contextualized curriculum. In every paper students have an *assignment, an educational visit and a guest lecture* that helps them see the interconnectedness between education and life.
- **Extension Activities**: The IQAC decides on the projects that could be taken by the students as part of their Adult Education. These choices are made after carefully evaluating the *time constraints* and other difficulties that students face. The achievement of objectives in terms of *learning of life-skills* and other student benefits also influence the decisions made.
- **Honors Programme**: The IQAC introduced the Honors Programme in 2008-2009. This is a *25-credit programme* that caters toward the *holistic development* of the students. Details of the Honors Programme have been elaborated in criterion1.
- **Action Research Projects**: The broad topics upon which Action Research could be undertaken are decided by the IQAC. These topics are then further developed into the *individual action research topics* for the students.
- **Innovations in teaching-learning**: The IQAC encourages staff members to incorporate creative innovations in teaching-learning and evaluation. The suggestions of staff members and students are accepted and evaluated. The emphasis is on *integration of ICT and active student learning*.
- **Development of Instructional material**: The *compilations of lesson plans, assemblies, tutorials, model answer papers* etc. is another activity undertaken by the IQAC.
- **Case Study Approach**: In order to develop the *conceptual and analytical skills* of the students, the IQAC suggested the introduction of the case-study approach. Case-studies were drawn out of local newspapers and magazines to prevail on students the importance of learning from life.
- **Entry-point questionnaires**: From this year the IQAC introduced entry-point questionnaires that were given to students. These instruments helped the College in acquiring an *overview of the students' profile*, their interest, hobbies and their perceptions towards the teaching profession.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The mechanisms used at STIE for evaluating achievement of objectives are as under:

- **Staff Reviews:** The *principal and staff regularly meet* to review and evaluate the programmes conducted in the college. The staff offer their insights and suggestions which are considered by the management.
- **Student Reviews:** The students communicate their feelings about the various institutional activities right through the year. The principal makes it a point to meet the students every morning and redress their grievances. The students can also put forth their *comments and suggestions through* the members of the *students' council*. At the end of the year, the students undertake a *SWOT analysis* of the institution. This again helps in gauging the achievement of goals and objectives.
- **Student Performance:** The student *performance in practice lessons, internal examinations and university examinations* help the college evaluate the extent of achievement of goals and objectives.
- **Feedback from Alumni:** The Alumni also provide *valuable feedback* to the College. Their competency in their actual world of work gives an idea of the success of the B.Ed. Course offered at STIE.
- **Feedback from Practice-teaching schools:** A feedback form is sent out to *practice teaching schools*, their responses help in evaluating the success of the students in their practice lessons.
- **Feedback from Participants:** Whenever the College hosts any seminar, *participating guests* are requested to fill up a feedback form which is analyzed for future endeavours.

3. How does the institution ensure the quality of its academic programmes?

- **Appointment of Staff:** The institution makes sure that all staff appointments are in keeping with *UGC norms*. The management does its best to recruit capable staff members who can be an asset to the institution. Academic quality cannot be ensured without quality staff members,
- **Staff Development:** The newly appointed *staff are groomed* by the principal and the senior staff to take on their responsibilities with confidence and candour. Staff are encouraged to attend seminars, orientation and refresher courses, carry out research, take up consultancy etc. The institute also occasionally organizes training programmes specifically for the staff.

- **Networking with Community:** The College participates in community programmes such as the *Adult Education Festival* etc. where students and faculty meet with representatives of other colleges. These interactions help in gaining new insights which further enhance the quality of the academic programme at STIE.
- **Research and Review:** The faculty at STIE continuously strive to improve their knowledge and keep abreast with the latest developments in the field of education. They are *encouraged to experiment, innovate and review their efforts periodically*.
- **Consultation with Experts:** The Principal consults with principals and senior faculty from schools and colleges. Their advice is put to good use in improving academic programmes and activities. Also, the College invites *experts from the community* to conduct lectures on topics of educational and social relevance. Informal interactions with these experts also help in obtaining insights into quality sustenance and improvement.

- 4) How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration & financial management processes

- **Cells and Committees:** The various cells and committees as detailed in Criterion 6 help in *decentralization of administration and participative co-operation*.
- **LMC:** The LMC is the governing body that looks into the *overall functioning* of the College. The LMC meets twice a year to review the administrative and financial management processes of the College.

- 5) How does the institution identify and share good practices with various constituents of the institution.

The institution identifies the good practices through feedback obtained from staff and students. These good practices are deliberated upon at staff meetings and *success stories are shared*. Staff are encouraged to emulate the same.

7.2 Inclusive Practice:

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?
 - **Seminars on learner diversity**: The College invited a reputed *psychiatrist* Dr. Avinash D'souza to conduct a seminar on *learner diversity and Inclusion*. The College also has a long-standing association with HEAT, UK. Each year *experts from UK* come to STIE and address the students and staff on issues of inclusion.
 - **Preparation of IEP**: During internship, the students have to *identify a child with learning diversity/ disability* from their practice teaching schools and prepare an IEP for the child. The guidelines on how to prepare the IEP are given to the students by the Principal during her lectures in Educational Psychology.
2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?
 - **Core Syllabus**: Within the core syllabus, the subject of *Educational Psychology* has a module on learner diversity. The college also offers '*Inclusive Education*' as an elective to the students in the subject of special fields.
 - **Practice teaching**: In order to complete their practice lessons, *students have to teach in boys' schools, girls' schools and co-educational schools*. This gives them the opportunity to learn about gender differences and their impact on learning. Some of the practice teaching schools also follow inclusive strategies for integration of exceptional students which again provides valuable learning experiences for the trainees when they visit those schools and interact with the staff and students there.
 - **Adult Education**: As part of the Adult Education Programme, students have the option of taking up SWS as a project. Under SWS, the students are expected to *interview 25 women from the age-group 15-35* to gauge their level of empowerment.
3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.
 - **Assemblies**: Well begun is half done. So, each day begins with *prayerful reverence* to God. The Principal, staff and students come together as one family and participate in the daily assembly which is put up by the students. The assemblies provide much food for thought and generate a deep consciousness among students about their responsibilities as teachers towards society and the nation.

- **Competitions:** Through the whole year numerous competitions are organized for the students to help them *discover their latent potential*. These competitions foster sportsmanship and promote active student engagement.
 - **Group activities:** All activities right from practice teaching to community visits etc. are carried out in *groups of about ten students*. A staff member oversees the activities of the group. Thus students get *individual attention, peer support and an equal and fair chance for self expression*.
 - **Constructivist teaching:** Most staff members use constructivist teaching techniques during their lectures. This is to teach students the finer nuances of being *actively involved in the learning experience*, thus stimulating attention and reducing distraction.
 - **Seminar Presentations:** Students have to make a seminar presentation on a given topic in one of their core papers. In preparation for this presentation, they have to *engage in research and study*, so as to comprehensively present their paper within the set time. This activity *promotes self-motivation*.
 - **Peer Reviews:** The foundations for peer reviews are set early in the year during the micro-teaching lessons. Students are groomed to carefully observe the lessons of their companions and critique them. The rationale being to teach students to be *open to constructive feedback* and to *learn from one another*.
 - **Constructive Feedback:** The Principal and staff also constructively *review and evaluate every activity* that the students participate in. They are guided at every step of the way so that they grow in confidence competence and enthusiasm. Much care is taken to see that feedback is given in a manner that encourages not discourages.
 - **Common Celebrations:** National as well as major religious festivals are celebrated with devotion and bonhomie, thus giving both staff and students a break from the stress and grind of the hectic schedules at STIE. There is much *positive social interaction* as the entire college is filled with a filial atmosphere.
 - **Individual Projects:** The Individual Projects such as the Action Research, ITP and Evaluation Project etc. *develop the research competencies* of the students and impress upon them the fact that research is an essential component of successful teaching.
 - **Educational Visits:** The educational visits that form part of the contextualized curriculum show students the *integration of learning with life*. The experiences they gain through these visits widen their perceptions and develop their insights.
4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- **Practice lessons:** For their practice lessons, student teachers have to go to *three different schools*; these schools cater to students from diverse social and economic backgrounds. Some schools are exclusively for boys or girls and some are co-educational institutions. STIE makes sure that its students distribute their lessons in such a way that they go to all classes from Stds. 5-9. Thus the trainees learn to adapt and work with children with different backgrounds and exceptionalities. From this year the college has also obtained permission for practice teaching from *municipal schools*. The endeavour would be to give every student a chance to give at least one lesson in a municipal school. These schools cater to children from economically poor backgrounds; hence working with these children will give the trainees valuable lessons on equality and empathy.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

In the year 2006-07, the College had a student who was *handicapped due to polio*. The Principal, Staff and students did all they could to help this pupil. She was encouraged to sit in the first row, so that she could stretch her polio-affected leg and thus have minimum discomfort. During practice lesson, the students helped her with the display of charts etc., she was also permitted to use the lower portion of the chalkboard in class. This student was also given additional time for answering her papers in keeping with University norms. The College also took care to see that the same *time concession* was made available to her during the B.Ed. Final exams. Today she is ***happily employed*** in a school and ***is an empowered teacher*** despite her disability.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- **Women's Cell:** The College has a Women's cell. This cell conducts various activities to create *awareness about women's issues and gender differences*. In the year 2008-09 the institution
- **Women's Day Celebrations:** Being an all women's college, STIE, proudly celebrates women's day each year. *Debates, skits and lectures* by experts are held in College to mark the day.
- **Adult Education:** During the last academic year, the Adult Education Cell of the College, organized a *seminar cum workshop sponsored by Education International, Canadian Teacher's Federation and AIACHE on 'Gender Sensitization'*. The topic was ***'Violence-***

free family, society and work place'. An eminent women's rights activist was invited to conduct the session and a lawyer was also invited to address the students on the legal options available to women in distress. Each year the cell also invites *Mr. Mamasahab Kulkarni*, a zealous social worker to address the students on the *dowry menace in our present Indian society*.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?
 - **Annual Report**: At the college annual day, the annual report of the college is presented to the various stakeholders in attendance viz., representatives of the management, the LMC, principals of local schools and colleges, students and their parents. The Annual report documents the various activities that took place in the College through the year.
 - **IQAC**: The IQAC cell also draws up a *comprehensive report* of the year's activities and future plans of the Institution and sends it to the NAAC authorities.
 - **College Web-site**: The details of information pertaining to various college activities including the *profile of the institution, staff members and information on upcoming events* is uploaded on the college website.
 - **LMC**: The LMC is the administrative body that looks into the overall functioning of the College. The LMC meets twice a year to *review the organizational performance*. Reports on the academic, administrative and financial audits of the College are presented before the LMC for scrutiny. The LMC also takes up issues relating to the future expansion and enhancement of the College.
 - **Staff Meetings**: Reviews collected from the students, staff, alumni, employers and community members are *discussed and deliberated* upon at staff meetings. The analysis of these reviews helps in planning the next course of action.
 - **Committee Meetings**: The various Cells and Committees meet regularly to evaluate their activities and plan the road ahead. The minutes of their meetings are then presented to the Principal and the staff during staff meetings.
2. How does the institution share and use the information/data on success and failures of various Processes satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- **Periodic Reviews:** The process of review and planning is an ongoing feature at STIE. The Principal meets the students each morning and gets an overview from them about their satisfaction/ dissatisfaction of the various curricular and co curricular activities held within the institution. These responses are then shared with the staff during meetings and personal interviews. Suggestions for improvement are sought from both the staff and students. These suggestions are then evaluated and implemented on a trial basis and again reviewed.
 - **Annual Review:** At the end of the year a comprehensive review is undertaken by the principal and the staff to evaluate the academic year. The students are asked to conduct a SWOT analysis of the institution and also assess each staff member through a TAQ. These responses are analyzed and put into perspective for future quality improvement.
3. What are the feedback mechanisms in vogue to collect, collate and obtain data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?
- **Students Council Meetings:** The Students' Council meetings are held *every fortnight*. The principal and a designated staff member interact with the council during the meetings. The council members present their feedback to the principal based on the reviews they receive from their classmates. *Students' concerns are also looked into during these meetings.*
 - **TAQ:** The students are asked to fill in a TAQ for each staff member, at the end of the academic year. Their *responses are analyzed and staff are apprised by the principal of their strengths and weaknesses* as perceived by the students. Staff take note of these observations and implement feasible changes. (Refer to Appendix 4-j)
 - **SWOT:** Through the SWOT analysis, the management gets a feel of the students' opinion of the institution. The Principal carefully studies the students' comments and communicates them to the staff. *Suggestions for improvement are discussed and incorporated wherever possible.*
 - **Alumni Advisory Board:** The Alumni Advisory Board also monitors the activities of the College, interacts with the students and conducts *sessions* for the students and alumni on *education-related issues*. The Alumni also makes suggestions for improvement to the Principal based on the feedback they receive from the students, their fellow alumni and from their experiences in their world of work.

- **Feedback Proforma:** STIE sends out a feedback proforma to the Practice teaching schools and to schools where students are employed to obtain their *assessment of the educational programme* at the College as is evident from the performance of the alumni employed there. Whenever the College hosts seminars, feedback on the same is collected from the participants, this helps in further quality enhancement for the future.
(Refer to Appendix 4-I)

Additional Information to be provided by Institutions opting for Re-accreditation

- 1) How are the core values of NAAC reflected in the various function of the institution?

i] Contributing to National Development :-

- **Capacity Building:** The National Policy on Education, 1986 has this to say about teachers: *‘The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.’*

At STIE, conscious efforts are made by to ensure that the students passing out of its annals are equipped with skills that would make them an empowered workforce. To achieve this end, the curriculum is tailor-made to ensure the holistic development of the students. Capacities of the head, the heart and the hand are strengthened through the academic as well as aesthetically oriented activities incorporated into the curriculum.

- **Culture Dissemination:** As Indians we have inherited a rich and diverse cultural heritage. It is our duty to pass on this legacy to our children, hence at STIE, much emphasis is laid on *preservation and transmission of Indian culture*. Students have to put up cultural dances, give a lesson on culture dissemination in their practice teaching schools and learn folk art such as Warli-paintings, batik work, etc .as part of their SUPW activities and Honors Programme.
- **Emancipation of Women:** STIE is a Women's College. On graduating from STIE, the students are a transformed lot, each one of them is aware of their enormous potential. Their formation at STIE helps them *develop a healthy self-concept* capable of shaping their destiny. All students find employment even before their final exams,

thanks to the campus interviews organized by the College. The students are thus intellectually, socially and economically emancipated. They step out into their world of work with confidence, enthusiasm and with zeal to contribute to the upliftment of the nation through the education of the youth.

- **Community Consciousness:** The community service that is part of the syllabus helps develop in students, *empathy for the less fortunate* in society. It also leads them to think beyond themselves and work for the betterment of the nation by serving the poor and the needy. These values are then carried by the students to their classrooms and nurtured in the children they interact with.
- **Adult Education:** The Adult and Continuing Education contributes to the *building of life-skills* in the students, the various activities undertaken by the students also awaken their consciousness to national challenges such as population, dowry, women's rights, child labour etc. Sensitivity towards these issues creates within students' a national consciousness that contributes to national development.

ii] **Fostering Global Competencies among students:-**

- **Contextualized Curriculum:** It is based on the proposition that students learn more effectively when they are learning about something that they are interested in, that they already know something about, and that affords them the opportunity to use what they already know to figure out new things. Hence all the topics in the syllabus are *connected with contemporary social, political, national and global issues* that help students in developing a realistic perspective of our present global needs.
- **Research:** Research is vital to quality improvement the world over. Hence research competencies are inculcated in the students through their projects in Action Research, Evaluation and Adult Education. Students are expected to add *reviews of foreign as well as Indian studies* in their literature review for their final project. Reading up on developments in research both in India and abroad helps foster global competencies in the students.
- **Communication Skills:** Effective communication is a skill that is universally demanded. Hence a *special week-long workshop* on communication skills is conducted by the College for the benefit of the students at the very beginning of the course. Right through the year, the students are encouraged to *participate in the discussions* in class and also take part in various activities to develop their communication skills.

- **Global Citizenship:** Goals of global citizenship such as forging attitudes of *collective responsibility, perceiving connections and relationships, recognizing the interconnectedness of systems and developing creative enterprises* are all addressed through the wide array of activities at STIE. Students work in groups, they have numerous opportunities for drawing out and expressing their creativity. *Sustainable development* is emphasized through conservation of resources and waste management. The contextualized curriculum helps them perceive connections and relationships and thus *develop a holistic picture of the world*.

iii] **Inculcating a value system among students:-**

- **Assemblies:** Teachers weave the social fabric of the nation. Hence it is imperative for teachers to be persons of *good moral character*. The morning assemblies at STIE strive to develop this aspect of the trainees' personality. The assemblies also teach students how to instill a strong value base in school students who are now more and more dependent on their teachers for their moral foundation.
- **Value-based Lessons:** Through every lesson, the students have to bring out a value. These *values could be personal, social, environmental or national*. Thus value-based teaching becomes a way of life for the trainees and it is hoped that they continue this practice throughout their teaching careers.
- **Course on Health-Care Ethics:** The course on Health-Care Ethics saw students being sensitized to various *ethical choices concerning issues ranging from the beginning of life to the end of life*. In our Indian society, teachers are as revered as parents in the minds of the young. Thus it is *important for teachers to be aware* of ethical issues pertaining to health-care so that they can guide the children in their classrooms who are confronted with these challenges.
- **Community Outreach:** The community outreach programmes are a voluntary endeavour to *celebrate the joy of giving* especially during festivals. The students experience a happiness that transcends materiality as they go out and spread festive cheer with those living on the fringes of society.
- **SUPW Activities:** The SUPW activities teach students to appreciate work done by hands. In our society much preference is given to white-collar jobs and yet we would not have the *diversity in our ethnicity* if it weren't for our artisans and craftsmen who may sometimes not even be educated. Thus students are taught to *prepare creative handicrafts* which more than *developing their aesthetic sense* contributes to instilling in them, *dignity of labour*.

- **Group-work:** Most activities at STIE are conducted in small groups of about ten students. Working in groups teaches students *tolerance, co-operation, compassion and helpfulness*. They also have adequate *opportunity for self-expression and personalized attention*.
- **Waste management:** The Waste Management programme awakens the *environmental consciousness* of the students and fosters values of cleanliness and conservation and recycling of resources. It also impresses upon them the importance of individual contribution towards sustainable development.

iv] Promoting use of Technology:-

- **College web-site:** The college web-site gives detailed information about the college. Announcements regarding upcoming events are posted on the web-site and students are encouraged to consult the website periodically. Also the *task of updating the web-site weekly is taken care of by a staff member and some students*.
- **Computer Training:** Knowing how important it is for every person to possess basic computer skills, a course on *computer training is provided* to the students *free of cost*. Use of basic programs such as MS-Word, MS-PowerPoint and MS-Excel are taught to the students.
- **Multi-media presentations:** Lectures are delivered using multi-media presentations and online resources. The computer in the main lecture hall is equipped *with an internet connection* to facilitate the same. Multi-media presentations enhance the effectiveness of learning and show students how to use technology in their teaching learning.
- **ITP projects:** The ITP Projects for Adult Education require students to download data on issues of social concern from *ten different web-sites*. This project has to be submitted in a computerized format. Thus students learn to browse the web for educational content.
- **Digital Library:** The digital library has audio-video CDs, learning packages, digital encyclopedias and E-learning discs. Students are encouraged to use these resources in their practice lessons.
- **Yahoo Groups:** Students are encouraged to form yahoo-groups within their practice-teaching group, they can thus *communicate* with one another *regarding schedules, change in time-tables, number of lessons completed, number of observations completed, etc.* The staff member in-charge of each practice teaching group is also a member of the yahoo group.

- **Wikis:** Students are also encouraged to use wikis to *create their own web-pages* with learning content and collectively edit and develop the same. Sites offering free wiki spaces are accessed for this purpose.
- **CAI:** Students have to prepare two CAI lessons *one in each teaching method*. Training for the same is provided to the students by the members of the staff.
- **E-learning Pedagogies:** E-learning pedagogies are also experimented with to assess their effectiveness in teaching and learning. This effort though is still in its nascent stage.

VJ Quest for Excellence :-

- **Formative Evaluation:** From the very beginning every activity that the students participate in be it academic or otherwise is *continuously evaluated* by the students' themselves, their peers and the principal and staff. Thus students are always encouraged to move to higher levels of achievement in pursuit of excellence.
- **Innovative Classroom Dynamics:** Staff members are given the freedom to innovate and *experiment with their teaching learning strategies*. The constructivist approach is emphasized and students participate as active learners in the classroom.
- **Research mindedness:** The importance of research-mindedness towards quality improvement is impressed upon the staff and students. Staff are encouraged to *pursue their doctoral studies and also take up minor and major research projects*. Students have to do an individual *action research project* and an evaluation project. Besides these efforts, the staff at STIE are constantly upgrading their knowledge base through persistent study and intellectual deliberations with fellow academicians. New expertise is brought into the College through these endeavours which further strengthens the quality of the B.Ed. Course at STIE.
- **IQAC:** The IQAC cell makes a dedicated effort to *set standards of excellence* for the activities within the college. Seminars and workshops are planned, implemented and reviewed. New programmes are suggested, innovative strategies in teaching-learning and evaluation are introduced. Thus the IQAC is trained *to look into the finer details of the overall functioning of the college* and progressively take it to higher realms of efficiency and success.

C. Mapping of Academic Activities of the Institution 2008-2009

Mapping of Academic Activities of the Institution 2008-2009

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work -Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration of lessons/ micro teaching/ Simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours.
The table covers the entire academic session.

D. Declaration by the Head of the Institution

I certify that that the data included in this Self – Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit

Signature of the Head of the Institution
with seal:

Place:

Date:

Part 3 : Appendices

Appendix 1-a

Overview of Teacher Education

St Teresa's Institute of Education is a teacher- education college affiliated to the University of Mumbai.

The Institute received its permanent affiliation on 22.05.1986 vide Government letter no.UBF 1083/7159/UNI.2 dated 24.03.1983 and University letter No. Aff/Recog/11676 of 1985 dated 05.10.1985. All Colleges affiliated to the University of Mumbai fall under the preview of the Maharashtra State Universities Act 1994.

St Teresa's Institute of Education is also bound by the NCTE Norms. The Institute received its permanent recognition by the NCTE on 11th December 2000 vide No WRC/5-6/2k/10886.

NCTE was established by Act No 73 Parliament in 1993. NCTE regulates and maintains norms for teacher education in India. The Institution has to abide by the NCTE Norms that govern the duration and working days of the B.Ed. course, student intake, eligibility and admission procedure, the requisite qualifications for staff appointment, the infrastructure and curriculum transaction.

At the national level, the institution is recognized by the UGC under sections 2(f) and 12(B) of the UGC Act. The institution received its UGC recognition under section 2(f) and 12(B) in November 1987.

The UGC supports the college by way of a Basic Development Grant for augmenting the library resources and infrastructure, financial funding for seminars and workshops organised by the College and sponsoring faculty for research and higher education through the Faculty Improvement Programme.

Since St Teresa's Institute of Education is an aided Institution the number of working days and the salaries of staff are looked after by the State Government. The College receives a salary grant for the same from the office of the Joint Director of Higher Education, Mumbai.

All students seeking admission to the college have to appear for the CET (Common Entrance Test) for teacher education organised by MKCL(Maharashtra Knowledge Corporative Limited) under the supervision of the State Government. St Teresa's Institute of Education is a Christian minority aided institution, therefore out of the total intake of 100 students, 50% of the seats are reserved for students from the christian community and 50% of the seats are for students in the Open category.

Students in the open category are sent to the college by the admission authorities based on the CET score and academic score in the order of merit. The college conducts the admission of the minority students after they pass the CET based on merit.

The syllabus for the B.Ed course is prescribed by the University of Mumbai. Examinations for the course are held by the University and degrees awarded subsequently.

The syllabus is revised every five years, teachers of various B.Ed colleges are appointed on syllabus review committees. Their decisions are then taken to the Board of Studies for Education and have to be further approved by the Academic Council, Management Council and the Senate.

The Management Council looks after the overall functioning of institutions affiliated to the University. The Academic Council is responsible for regulating and maintaining the standards of teaching, research and examinations in the University. The Board of Examinations specifically looks into the proper organisation of examinations and tests and their reform. Malpractices relating to Examinations have to be investigated by the Board. The Board of Studies looks into the curriculum aspects relating to the B.Ed course and also recommends to the Board of Examinations the names of faculty for appointment as paper-setters, moderators, examiners, referees for evaluation of dissertations etc.

The Senate reviews the broad policies and programmes of the University and suggests improvement measures. In terms of hierarchy, the Senate is the Principal authority of the University followed by the Management Council, the Academic Council, the Board of College and University Development, the Board of Studies and the Board of Examinations.

The fee structure to be adopted by colleges is decided by the State Government in consultation with the University, NCTE and UGC.

Staff appointments are made in keeping with UGC and NCTE norms. Staff appointed to the College become State Government Employees. Their salaries and working conditions are governed by the ordinances of the State Government.

Thus teacher education institutions within the State of Maharashtra which are affiliated to the University of Mumbai have to work in co-operation with higher authorities of the University, the UGC and the NCTE and the State Government- Department of Higher Education.

Appendix 1-b
Minority Certificate

महाराष्ट्र शासन सक्षम प्राधिकारी तथा प्रधान सचिव अल्पसंख्याक विकास विभाग, मंत्रालय, मुंबई - ४०० ०३२.	
क्रमांक: अशौस-२००८/३०३/प्र.क्र.१६४/२००८/का.१,	दिनांक :- २५ जुलै, २००८.
अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र	
<p>सेंट तेरेसाज इन्स्टिट्यूट ऑफ एज्युकेशन सोसायटी, सांताक्रुझ, मुंबई या शैक्षणिक संस्थेने त्यांच्या संस्थेस धार्मिक अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळण्यासाठी दि.१३.१२.२००७ रोजी अर्ज सादर केला होता. दि.१९.०७.२००८ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकाऱ्यांनी केलेल्या सादरीकरणाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या धार्मिक (ख्रिश्चन) अल्पसंख्याकामधील व्यक्तींकडून अथवा व्यक्तींच्या समुदायाकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही धार्मिक (ख्रिश्चन) अल्पसंख्याक शैक्षणिक संस्था असल्याचे याद्वारे घोषित करण्यात येत आहे.</p> <p>हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लागू राहील.</p> <p>उपरोल्लेखित शैक्षणिक संस्थेस याद्वारे प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २००८-०९ पासून विधिग्राह्य असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकष व अटीची सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहील.</p>	
	<p>टी. एफ. धेंकेकरा (टी. एफ. धेंकेकरा) सक्षम प्राधिकारी तथा प्रधान सचिव अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन मंत्रालय, मुंबई - ४०० ०३२.</p>

Appendix 1-c
Peer Team Report

**DRAFT REPORT ON INSTITUTIONAL ACCREDITATION OF
ST. TERESA'S INSTITUTE OF EDUCATION , MUMBAI.**

20-21 , January 2003.

SECTION I : INTRODUCTION

St. Teresa's Institute of Education, Mumbai has submitted her self-study report (for Assessment and Accreditation), as per the requirements of the National Assessment and Accreditation council. NAAC constituted a Peer Team, with Prof. S. Lakshmi, Former Vice Chancellor of Mother Teresa Women's university, Kodaikanal as Chairperson and Prof. A. Sathyavati, Principal, Institute of Advanced study in Education, Andhra University, Waltair, as Member. The team visited the college on 20-21, January, 2003. The peer team extensively interacted with the Management the Principal, Teaching Faculty, Non-Teaching staff, students, Alumni and Parents, To validate the self-study Report, the team went through, all the necessary documents and visited the classrooms, departments, laboratories and other facilities and has prepared the Assessment Report, which is as follows.

St. Teresa's Institute of Education, was established in 1973 (16th June, 1973) by St. Teresa 's Society, when the golden Jubilee of the society was celebrated. This college offers teacher education to women and is the first Women's College of Education, to be affiliated to the university of Mumbai. The institution has established educational institutions in several parts of the nation.

The Institute provides Secondary Teacher-Training leading to the B.Ed Degree. The College has adequate infrastructure and necessary facilities for teacher-education. The goals and mission of the college are stated as follows:

- "1. To strive to achieve excellence in Education by providing an integrated personalized training for the would-be teachers.
2. To create an environment for well trained, emotionally balanced, morally upright and socially committed teachers.
3. To impart a broad based theoretical knowledge, pedagogical and research skills so as to enable trainee-teachers to face the educational challenges of contemporary society.
4. To orient teachers to seek, extend and apply research findings for the solution of problems, in the fields of education.
5. To equip the trainee teacher in the use of information technology for educational purposes.
6. To cater to the emancipation and empowerment of women by providing trainee teachers, developmental opportunities.
7. To make trainees capable of shouldering their responsibilities as teachers, towards themselves, society, nation and the world as a whole, in this era of globalisation.
8. To attain community and social development through infrastructural facilities of the institution."

The Management runs, besides this college of Education, three other Institutions. They are, (a) St.Teresa's Convent High School-(Primary and pre primary section) (b) St.Teresa's Convent High School-(Secondary Section) and (c) St.Teresa's Special school.

The Management and the Principal take the responsibility of managing the college. The student teachers are periodically examined for their progress in teacher-education.

This single-faculty college, offers only one course, i.e. B.Ed., and offers six special methods, namely Marathi, English, History, Geography, Science and Mathematics and seven electives are offered, in addition to three general papers.

There are 9 teacher-educationalists who are permanent. One faculty member has Ph.D. Degree, two are qualified with M.Phil and six of them, are post graduates. Besides these, three temporary-teachers are also employed. The administrative staff are four in number (3F + 1M) and there is no technical staff.

100 women students are enrolled every year and the university results show 100% for the past two years. Some of the students have secured University ranks.

The unit cost of college education for the year 2000-01 is Rs.38467 and for the year 2001-02, Rs.33717. The college adopts the annual system of examination.

The available infrastructural facilities are used fully by the college. The institution has secured conditional recognition from the NCTE (vide order No.WRC/5-6/2k/10886 dated 11,December 2000, and the recognition is conditional. The following conditions should be fulfilled by the college, according to NCTE.

*1.All such teachers already appointed, who do not fulfill the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.

2. The Institution shall ensure library, laboratory and other instructional facilities as per the NCTE norms.

3. The admission to the approved course shall be given only to these candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/state Government.

4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating University /State Government till such time NCTE regulations in respect of fee stricture, come into force.

5. Curriculum - transaction, including practical work, activities, should be organised as per the affiliating University/examining body.

6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.

7. The institution, if unaided, shall maintain endowment and reserve and NCTE norms.

8. The institution shall continue to fulfill the norms laid down under the regulation of the NCTE and submit to the Regional committee, the Annual Report and the Performance Appraisal Report at the end of each academic year. The performance Report should interalia give the extent of compliance of the conditions indicated as 1to 7 above.*

SECTION II : CRITERIA-WISE ANALYSIS

Criterion1: Curricular Design and Planning.

The college, is affiliated to the University of Mumbai and follows the curriculum as per the university stipulation. The college gets the much needed financial support-from the State Government as Grant in Aid. It also has secured UGC recognition, both under 2f and 12B (October 1986) clauses. It is recognised as a minority college and is located in the urban area of Mumbai, with a campus area of 2.19 acres. The college enjoys good atmosphere for teacher education and attempts to instill the relevant values, relating to the profession of teaching. The course curriculum is prescribed by the University of Mumbai. As such the college has to follow the syllabi as per the curriculum and has little freedom to experiment with new areas of teacher-education. The degree offered by the College ensures job placement, as it is a professional course. Apart from offering instruction for a regular full-time under-graduate programme in Education, the institute earlier offered instruction for M.Ed., Course of the University of Mumbai through distance mode, which was recently discontinued by the University it self.

The University periodically revises the curriculum as per the decisions of the Board of Studies in Education. The curriculum gives equal weightage to theory and to the practical aspects. Mechanism to obtain students-feedback for the curriculum is absent. Structured within the University system, the institution cannot decide any new programme relating to the course of study offered or the curriculum. However, as the college is represented at the Academic Council of the University by a senior faculty member interactions with the University authorities

on academic issues are seriously taken up and thus helps in bringing suitable changes and modifications in the existing system.

The teachers of the institution who are members on the Board of Studies in Education also play a vital role in updating the syllabi.

The programmes of the institution are generally in conformity with the mission, goals and objectives of the institution and it is suggested that the institution could work towards the status of autonomy, which could provide opportunities and challenges in curriculum framework for innovations.

Criterion 2: Curriculum Transaction and Evaluation

The admission procedure is as per university norms. The minority status of the college enables reservation of 50% of seats for students belonging to the Christian minority. Academic merit, sports talent and other capacities are given due consideration, during admission.

The institution has a well-organised system of assessing knowledge and skills of students through various programmes, after admission. The theoretical aspect is evaluated by means of tests conducted at regular intervals of time. The practical skills of the students are assessed by a team of trained faculty members. The college has the tutor-ward system wherein each teacher is assigned 10 students. The teacher, who is incharge of practice teaching of these 10 students, interacts with them, and extends all possible help for their well-being.

The college provides bridge / remedial courses to the educationally disadvantaged students. The students with outstanding performance are assigned the task of helping those students who are not upto the mark in their performance.

The college encourages teachers to make a teaching - plan at the beginning of the academic year. This involves discussion of the syllabi in different

subjects, allotment of subjects to different faculty members, schedule of practice teaching classes etc.

The college has a collection of teaching aids prepared by the students themselves over the years. It may be desirable to develop a centralised audio-visual facility for easy access of equipment both to the teachers and the students.

Evaluation methods are communicated to students through the college prospectus. To ensure proper understanding of these evaluation methods by the students, the Principal of the Institution conducts an orientation programme for the students at the beginning of the academic year. The evaluation methods are framed by the University and the institution does a periodic assessment to evaluate the performance of the students. As in other Colleges of Education, internship, and other pre service practicals are taken care of.

The talented students are growth oriented, with challenges in several areas of pre-service teacher-education, since creative opportunities are provided.

Apart from the traditional Lecture method of instruction, other socialised classroom techniques are also utilised. The communication - skills and micro teaching techniques are developed. The college does not provide for a centralised 'media' facility for the preparation of audio visual aids. But facilities are provided for storing up, the teaching aids, prepared by student-teachers. OHP, T.V and vides are available in the lecture hall for use by the faculty.

It is suggested that E-media as aids to teaching school children by student-teachers, could be used. At the pre service stages, the knowledge and skills relating to E-medium as effective aids, should be provided to the trainees.

Participatory methods of teaching - learning transaction could be used to motivate and for productive interaction.

The management appoints its own selection committee for teacher recruitment (as per provision of Article No.30(1) of the constitution of India for minority status).

Faculty improvement programmes, leading to higher qualifications for faculty are also suggested. The self appraisal method to evaluate the performance of faculty members in teaching, research and extension is an appreciable feature.

Criterion 3. Research, Development and Extension

At present, one member of the faculty is doing research leading to Ph.D, as a part-time scholar. The college is yet to secure proper motivation towards research. The lack of research atmosphere could have been due to the college, offering only the Bachelor's Degree in Education. Higher courses in teacher education could accentuate the interest in research. The student teachers of course, perform action-research in the school-classrooms, when they practise their internship programmes at school. The need for educational research, both at the individual and at the institution - level should be encouraged. Publication of articles and research papers should be taken up seriously.

Consultancy is yet another area, which needs to be focussed in this college, meant for producing teachers.

Community development, social work, AIDS Awareness and other programmes are undertaken under Extension Activities. These activities are planned in consultation with Government organisations and NGO's. The College also organises campus interviews every year and some of the best institutions participate in it. A few out reach programmes are also attempted.

Criterion 4 : Infrastructure and Learning Resources

St. Teresa's Institute of Education is situated in Santa Cruz (West) on the S.V.Road. The college functions in rented buildings under St. Teresa's Institute of Education Society, in which adequate facilities for teaching, learning and administration are provided. The college is located on the second floor of St.Teresa's Secondary School. Learning facilities, such as library, E-media and others are available for the faculty. The college makes the best use of the available resources. Periodic maintenance is carried on, for the buildings.

The Central library is yet to utilise computer facilities for its activities; it has facilities, such as reprography, Audio-and-Videos Cassettes and the internet. 5952 books are housed in the library and this number needs to be increased.

It is suggested that the college should strive towards further development. Some of the students who have opted for computer education as an optional are provided with the IT facility for learning. The institution is yet to opt for CAI. Health facilities are adequate. Sports and cultural activities are attempted as co-curricular programmes.

Campus interviews are conducted by Private Institutions such as AVM and BARC.

The college does not provide residential facilities for the student-teachers.

Criterion 5 : Student Support and Progression :

The college publishes its updated prospectus every year. 99.5% of students appear for the University (B.Ed.) Examinations, the drop out rate being 0.5% only Job placement is provided for many students after passing B.Ed. A few students have passed the UGC CSIR (NET), UGC-SLET, GRE and TOEFL

examinations in the last 5 years. Various types of scholarships provide financial support to students. The college has an Employment cell and a placement officer, who offers career counseling to students.

The Alumni Association was formed this year and one meeting was conducted. This association should be strengthened and utilised properly.

Criterion 6 : Organisation and Management :

A Local Managing Committee, as per the University stipulations, efficiently manages the college. The membership besides the chairman and the management representative, includes two educationists, one lawyer, three teaching representatives, one non-teaching representative and a secretary. The committee meets, twice in a year to discuss matters relating to administration of the college.

Computer system is introduced for office administration and the staff are provided training in computer operations. Regular updating of computer knowledge is also provided to the non teaching staff. Some of them were also trained for the use of EPABX system and the FAX Machine.

The college has a grievance redressal cell, which acts as a catalytic agent for redressing problems of the teaching and the non teaching staff.

The college during the last two years is experiencing a deficit budget. Audit system practiced, is both internal and external. The management of the college is interested in the maintenance of the 'system' and enables the Principal to take full charge of college administration. Management also encourages teachers to take up various academic pursuits to enhance their qualifications.

SECTION III

Overall Analysis

St. Teresa's Institute of Education has adequate facilities to promote teacher-education. The institution adopts proper procedure for student-admission by conducting entrance-test and interview. The minority status of the institution provides the privilege of admitting many students, who belong to Christianity faith. The NCTE norms are adhered to, with regard to teacher – student ratio, the minimum percentage of marks, and others. The academic calendar includes 157 teaching days, 40 days of teaching practice and 20 days of pre-practice teaching days (which includes skill training such as microteaching and others). Total number of Teaching days, excluding examination days are 197. A minimum number of 25 Practice –teaching lessons is assigned to each student-teacher. Examination, conducted by the University of Mumbai for B.Ed., degree is both internal and external. The examination results are good (i.e., 100% for the past few years).

The number of teachers as per NCTE norms, serving in this college is 8 and two teachers are yet to qualify themselves for NET / SET.

The college has adequate facilities, of information technology and other educational technology support systems. Access to internet is available. Education related CD-ROMS available is 02 and Video – Cassettes are 06 in number. The Education Technology wing needs to be strengthened. The college has its own website and has the LCD projector. OHP, TV and VCR are available and their optimum experience should be given to the student-teacher who are on the threshold of the profession.

The books in the library are about 6000 (5965 volumes are available). Adequate facilities for references, such as educational journals, encyclopaedias and others, are provided.

Facilities for physical education and health education are available as also a grievance – redressal cell.

The college enjoys good discipline and high interpersonal rapport, under the able guidance of the Principal and the Faculty. The interaction with the students and the alumni, shows high excellent human – relationship, between the teachers and the students. Grievance – redressal and solutions for problems are offered by the teaching faculty to all students without any distinction. The college conducts curricular transactions with commitment and sincerity, under the leadership of the Principal.

Recommendations :

- ♦ The college could offer M.Ed. and M.Phil and other research based courses, since these could broaden the horizon of the institutions and provide further exposure to teacher – education and research for the faculty.
- ♦ One member of the faculty has Ph.D., Degree. Other faculty members, need to be motivated to obtain research – qualifications. This will enable the college to have, better quality – orientation towards the profession of teaching.

- ◆ Further development programmes are essential for the progress of any Institution of higher education, which requires constant updating and exposure, in the context of the challenges faced by the changing scenario in teacher-education.
- ◆ Facilities for utilizing education technology are available. (Computers – 04; CD-ROM's – 2; Video Cassettes –06; TV, VCR and OHP available). But this wing needs to be strengthened further, in the context of education at schools, where computer education and other facilities are utilised from elementary – schools and in primary classes.
- ◆ Library facilities need to be improved and should include facilities for automation in the context of "Knowledge – revolution", teacher-education should become professionally skilled, knowledge-oriented and updated.
- ◆ At present, the college, which follows the University Curriculum, for B.Ed., has only limited scope for innovation, experimentation and creativity. The status of autonomy, could accentuate development and growth in curriculum – framework, examination – pattern and several other aspects as well.
- ◆ Guidance and counselling Unit is an essential support system for the college. As a Christian institution, encouraging the minority in the society, the institution strives for the inculcation of values in student-teachers.

- ♦ The administration of the college is taken care of by the Management and the Principal. The College may prepare a perspective plan for its future growth.
- ♦ The college may plan for interaction with IGNOU and other bodies,
- ♦ Documentation of the various activities conducted in the college may be systematised.
- ♦ The activities of the alumni association may be strengthened

Conclusion : At present, with limited facilities, the institution is striving diligently towards educating teachers at the secondary level. Potentials for stability and success should be tapped and the institution by creative and continuous onward-growth, should march, towards 'significance' and 'excellence'.

S. Lakshmi

Prof. S. Lakshmi
Chairperson

A. Sathyavati

21.1.2003
Prof. A. Sathyavati
Member

I agree with the observations made in the report.

S. Lilian
Head of the institution



NAAC Certificate-2003



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
St. Teresa's Institute of Education
Mumbai, affiliated to University of Mumbai, Maharashtra as
Accredited¹
at the **B⁺** level².
(among the Affiliated / Constituent Colleges)*

Date : March 21, 2003




Director


1. This certification is valid for a period of Five years with effect from the academic year 2002 - 2003.
2. An institutional score (%) in the range of 55-60 denotes C grade, 60-65 - C⁺ grade, 65-70 - C⁺⁺ grade,
70-75 - B grade, 75-80 - B⁺ grade, 80-85 - B⁺⁺ grade, 85-90 - A grade, 90-95 - A⁺ grade, 95-100 - A⁺⁺ grade
(upper limits exclusive)

Quality Profile

Name of the Institution : St. Teresa's Institute of Education
Place : Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage [*] (W _i)	Criterion X Weight
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	75	40	3000
III. Research, Development and Extension	60	05	300
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	90	10	900
VI. Organisation and Management	90	15	1350
		100	$\Sigma C_i W_i = 7900$

Institutional Score = $\frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7900}{100} = 79.00$



Director

Quality Profile

Name of the Institution : St. Teresa's Institute of Education
Place : Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage [*] (W _i)	Criterion X Weight
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	75	40	3000
III. Research, Development and Extension	60	05	300
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	90	10	900
VI. Organisation and Management	90	15	1350
		100	$\Sigma C_i W_i = 7900$

Institutional Score = $\frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7900}{100} = 79.00$



Director

Quality Profile

Name of the Institution : St. Teresa's Institute of Education
Place : Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage [*] (W _i)	Criterion X Weight
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	75	40	3000
III. Research, Development and Extension	60	05	300
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	90	10	900
VI. Organisation and Management	90	15	1350
		100	$\Sigma C_i W_i = 7900$

Institutional Score = $\frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7900}{100} = 79.00$


Director

Quality Profile

Name of the Institution : St. Teresa's Institute of Education
Place : Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage [*] (W _i)	Criterion X Weight
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	75	40	3000
III. Research, Development and Extension	60	05	300
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	90	10	900
VI. Organisation and Management	90	15	1350
		100	Σ C _i W _i = 7900

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7900}{100} = 79.00$$

(Signature)
Director

Quality Profile

Name of the Institution : St. Teresa's Institute of Education
Place : Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage [*] (W _i)	Criterion X Weight
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	75	40	3000
III. Research, Development and Extension	60	05	300
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	90	10	900
VI. Organisation and Management	90	15	1350
		100	Σ C _i W _i = 7900

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7900}{100} = 79.00$$

(Signature)
Director

Appendix 1-e

Latest Recognition order by NCTE



Revised

No. WRC/5-6/2k/ 10886

Date: 11 DEC 2000

In exercise of the powers vested under section 14(3) (a) of the National Council for Teacher Education (NCTE) Act, 1993, the Western Regional Committee grants recognition to **St. Teresa's Institute of Education, S.V. Road, Santacruz, Mumbai** for B.Ed. course of one year duration from the academic session **2000-2001** with an annual intake of **100** students, subject to fulfilling the following conditions:

1. All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.
2. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
3. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/State Government.
4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.
5. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.
6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
7. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
8. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 7 above.

Our previous order No. WRC/5-6/96/978-80 dt. 01.02.99 is hereby cancelled

पता: भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
 दूरभाष/Phone: 660912, 739672 फैक्स/Fax: 0755-660912 ई-मेल nctebhopl@bom6.vsnl.net.in

- 2 -

If ^{18.} St. Teresa's Institute of Education, S.V. Road, Santacruz, Mumbai contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Regional Director

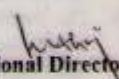
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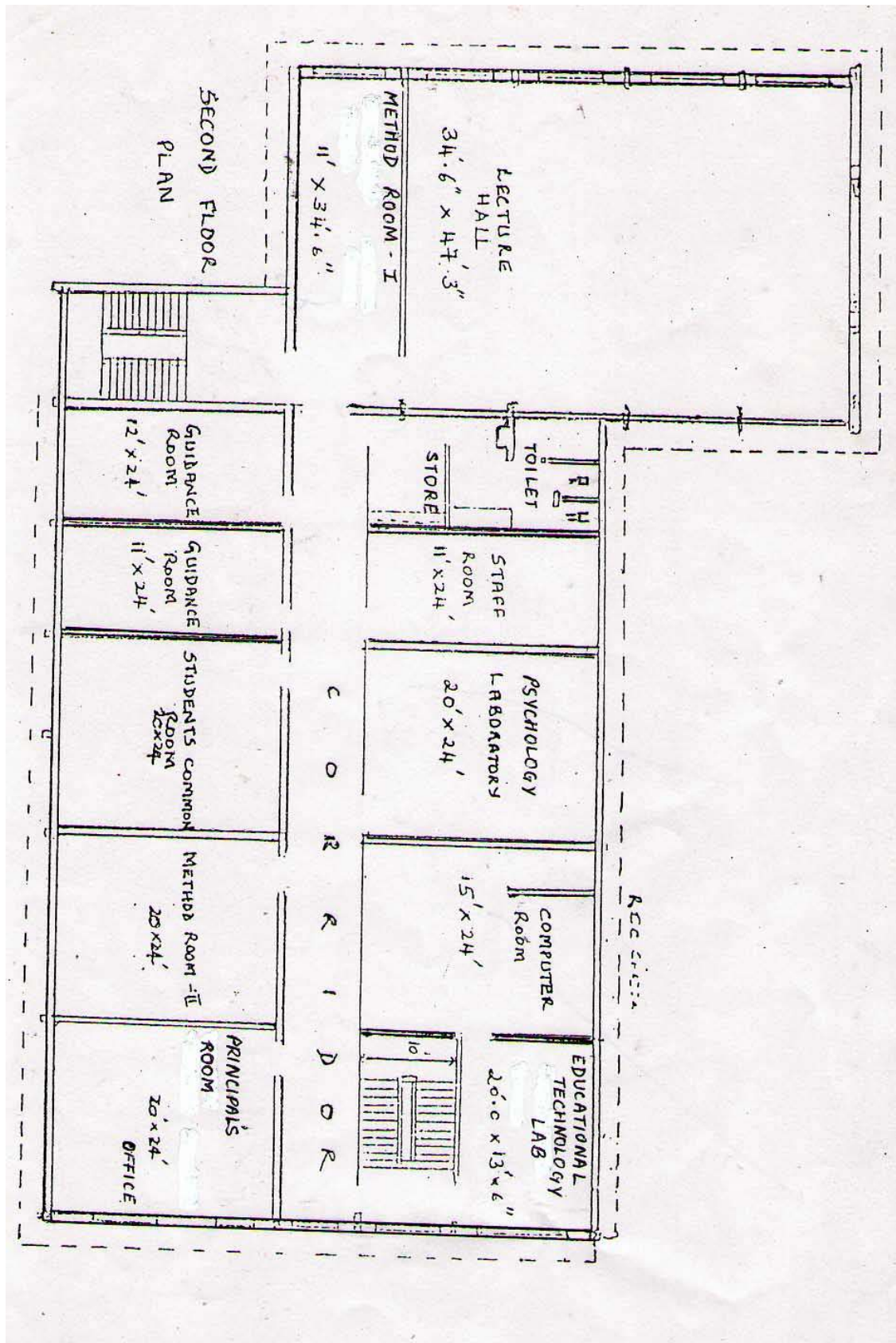
The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines,
Delhi - 110054.

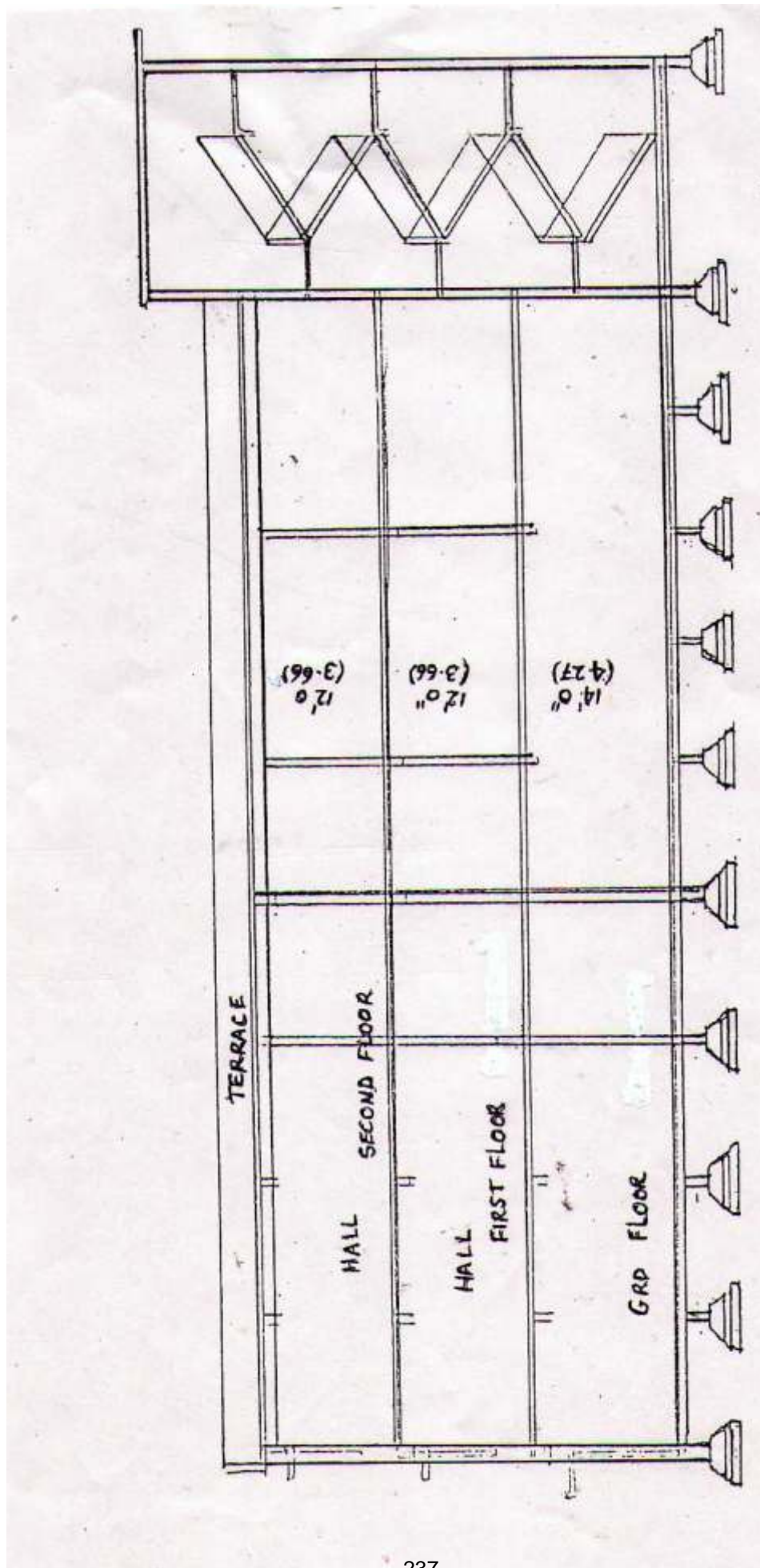
C.C.

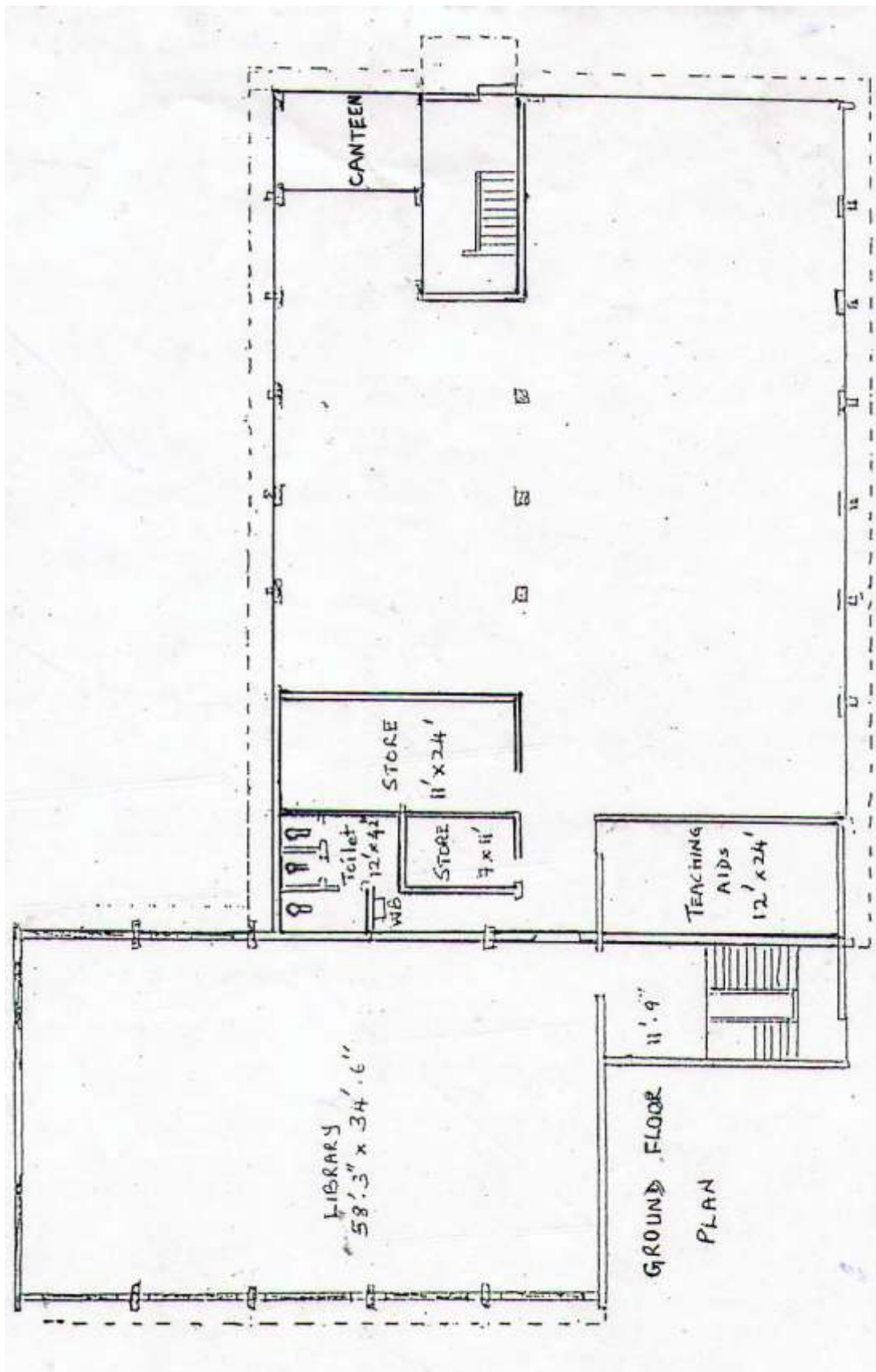
1. Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. The Secretary (Higher Education), Government of Maharashtra, Mantralaya, Mumbai.
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110 016.
4. The Registrar, University of Bombay, University Road, Fort, Bombay 400 032.
5. The Principal, St. Teresa's Institute of Education, S.V. Road, Santacruz, Mumbai-400054.


Regional Director

Appendix 2
Master Plan of the College Campus







Appendix 3-a

Budget estimates for 2009-10

Name of the College : ST. TERESA'S INSTITUTE OF EDUCATION

Faculty wise : Education : 100

Arts	Commerce	Science	Education	Total
------	----------	---------	-----------	-------

Statement showing the total estimated expenditure and receipts for the half year
1st April, 2009 to 30th September, 2009

Receipts	Rs	Expenditure	Rs
1. Balance in Salary	218530.00	1. Salary of Teaching and Non-Teaching Staff	3482007.00
2. Govt. grant including Salary Grant	2721100.00	2. Provident Fund contribution by mgt.	Nil
3. Tuition Fees from the fee paying students	703500.00	3. Contribution towards gratuity fund by mgt.	Nil
4. Other fees details to be given		4. a. Rent or maintenance charges of the College Building	99018.00
a. Admission	3000.00	b. Rent of the Principal Quarters	
b. Library	6000.00		
c. Laboratory	12000.00		
d. Activity	9000.00		
5. Miscellaneous receipts		5. Library	18000.00
6. Diff of revised UGC		6. Laboratory	30600.00
7. Probable Surplus of Jr. College		7. College Exam	15500.00
8. Any other receipts		8. Gymkhana	12100.00
9. Deficit if any		9. Contingency and Stationery	3000.00
		10. Gathering and Magazines	0.00
		11. Travelling and Conveyance	3405.00
		12. Misc. Exp and Admissible items	9500.00
		13. Any other Expenditure not recovered by above item	
		14. Closing balance (if any)	
Total	3673130.00		3673130.00

S. S. Khan
Principal
St. Teresa's Institute of Education
B. V. Road, Santacruz (West)
Mumbai-400 034.

24 JUL 2009

Statement showing the budget estimates of the College for the period from 1st April, 2006 to 30th September, 2009 and 1st October, 2006 to 31st March, 2010

Name of the College : ST. TERESA'S INSTITUTE OF EDUCATION

Faculty wise : Education : 100

Arts	Commerce	Science	Education	Total
------	----------	---------	-----------	-------

Statement showing the total estimated expenditure and receipts for the half year
1st October, 2009 to 31st March, 2010

<u>Receipts</u>	<u>Rs</u>	<u>Expenditure</u>	<u>Rs</u>
1. Balance in Salary	111106.00	1. Salary of Teaching and Non-Teaching Staff	1791627.00
2. Govt. grant including Salary Grant	1111089.00	2. Provident Fund contribution by mgt.	Nil
3. Tuition Fees from the fee paying students	703500.00	3. Contribution towards gratuity fund by mgt.	Nil
4. Other fees details to be given		4. Rent or maintenance charges of the College Building	99018.00
I. Admission	3000.00	Rent of the Principal Quarters	
II. Library	6000.00		
III. Laboratory	12000.00		
IV. Activity	9000.00		
5. Miscellaneous receipts		5. Library	10500.00
6. Diff of revised UGC		6. Laboratory	10000.00
7. Probable Surplus of Jr. College		7. College Exam	13500.00
8. Any other receipts		8. Gymkhana	12050.00
9. Deficit if any		9. contingency and Stationery	4500.00
		10. Gathering and Magazines	0.00
		11. Travelling and Conveyance	8500.00
		12. Misc. Exp on admissible items	6000.00
		13. Any other Expenditure not recovered by above item	
		14. Closing balance (if any)	
Total	1955695.00		1955695.00

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

24 JUL 2009

XI Plan-UGC Grant for Development Assistance

UNIVERSITY GRANTS COMMISSION

Western Regional Office

Pune - 411 007.

Tel: 25691477 (fax), 25696897

Dated: **31 DEC 2008**

No.F.5-15/07 (WRO)

The Accounts Officer
University Grants Commission (WRO)
PUNE-411 007.

Subject: Development assistance to Colleges for Under-Graduate education under XIth Plan- Release of Grants-in-aid.

UG: 2nd years advance grant as per 10th Plan allocation

Sir,

It has been decided by UGC to sanction further advance grant for on the basis of 10th Plan allocation as the 11th Plan assessment relating to College Development Scheme are yet to be finalized. The details of grants being released are as follows:

(in rupees) 10 th Plan F. No 5-15/03 (WRO)					
UGC allocation X Plan.	40 % of X plan Grant already sanctioned	40 % of X plan allocation x 2	Difference sanctioned (Col. 3-2)	Total grant sanctioned	Head of A/c
1	2	3	4	5	6
485520	188660	388416	199756	388416	1.2(i)

* The College may utilize the above grant on admissible items subject to the condition that the college will refund the amount if the proposal of the college is not approved by the Expert Committee at the time of assessment of College Development proposal – 11th Plan. Also, the grant will also be adjusted, if admissible, in the next installment of 11th Plan under College Development Scheme as and when sanctioned/released during 2007-08 or later on.

- The terms and conditions are applicable as already being followed by the college under various UGC Schemes from time to time and as finalized under 11th Plan guidelines. The sanctioned amount is debitable to the major Head 1.2 (i) and is valid for the financial year 2008-09
- The amount of the grants shall be drawn by the Accounts Officer, DDO, UGC (WRO), Pune or the grant-in-aid bill and shall be disbursed to and credited to the Principal of the college by cheque/DD/Mail Transfer.

* Enclosed letter may please be seen.

3. The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the University/ College/ Institution.
4. The University/ College shall maintain proper accounts of the expenditure out of the grants, which shall be utilised, only on approved items of expenditure.
5. The assets acquired wholly or substantially out of UGC grant, shall not be disposed of for encumbered or utilised for purposes other than those for which the grant was given, without proper sanction of the UGC, and should, at any time, the College cease to function, such assets shall revert to the UGC.
6. The Institution should maintain an inventory of permanent or semi-permanent assets created/acquired mainly out of the grant given by the UGC. The inventory should be kept upto date and a certificate to this effect should be furnished along with the Utilization Certificate. A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the University/ College in the prescribed form.
7. The Univ./College shall follow strictly all the instructions issued by the Govt. of India from time to time with regard to reservation of posts for SC/ST/OBC(creamy layer).
8. The University/College shall fully implement the Official Language Policy of Union Govt and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1976 etc.
9. Interest earned by the College/Institution against UGC grants, if any, will be treated as an additional grant and must be specifically incorporated in the statement of expenditure while submitting it to UGC (WRO).
10. The sanction issues in exercise of the delegation of powers vide Commission office order No. 25/92 dated May 01, 1992.
11. An amount of Rs. _____ out of the grant of Rs. _____ sanctioned vide letter of even no. dated _____ has been utilised by the college for the purpose for which it was sanctioned and noted in Grant-in-Aid Register at page No. _____.
12. Simple interest will be levied in case of 100% refund by the College against any item.
13. The funds to the extent are available under the scheme.

Yours faithfully,

(N. A. Kazmi)
Additional Secretary

Copies forwarded for information and necessary action to:

- i) The Principal, St. Teresa's Institute of Education, Santacruz Mumbai-400054.
- ii) The Director, B.O.U.D./C.D.C., University of Mumbai University, Mumbai.
- iii) The Director, Higher Education, Maharashtra, Central Bldg, Pune-1.
- iv) Accountant General, Govt. of Maharashtra, Maharashtra Karve Marg, Mumbai-20.
- v) Guard File.

(N. A. Kazmi)
Additional Secretary

Appendix 3-c
Audited Statement for 2008-09

Rao & Ashok
Chartered Accountants

SUBBA RAO P.
ASHOK R. MELMANE

TEL : 6666 3042/43. FAX: 24474510.
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
408, MOGHUL LANE, MAHIM, MUMBAI -18.

ST. TERESA'S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI
SALARY ACCOUNT
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2009.

RECEIPTS	Rs.	Rs.	PAYMENTS	Rs.	Rs.
To Balance on 1.4.2008 :			By Salaries to Teaching Staff :		
With Union Bank of India			Basic Pay	1,344,675.00	
On Savings Bank Account			Dearness Pay	672,367.00	
Account No.5566	946.56		Dearness Allowance	957,479.00	
With Bank of Maharashtra:			House Rent Allowance	541,108.00	
Account No. 20101701990	146,262.00		Local Allowance	39,000.00	
Cash on Hand	155,989.49	303,198.05	Travelling Allowance	91,792.00	
			Bonus	211,900.00	
* Grant for:			DA	95,040.00	3,953,361.00
Salary	3,413,691.00				
DA Arrears	121,398.00		* Salary to Non-Teaching Staff :		
Bonus Received	297,100.00	3,832,189.00	Basic Pay	370,305.00	
			Dearness Pay	185,165.00	
* Fees:			Dearness Allowance	265,779.00	
Tuition Fees	1,152,400.00		House Rent Allowance	166,629.00	
Admission Fees	5,160.00	1,157,560.00	Local Allowance	18,430.00	
			Travelling Allowance	11,400.00	
* Interest on Savings Bank Account		1,123.00	Bonus	84,500.00	
			DA	26,358.00	1,128,576.00
* Salary Deduction:					
Provident Fund	152,600.00		* Bank Charges		591.01
Professional Tax	43,800.00				
Income Tax	57,881.00	254,281.00	* Salary Deduction Paid:		
			Provident Fund	152,600.00	
* P.T. of teaching Staff		1,200.00	Professional Tax	43,800.00	
			Income Tax	57,881.00	254,281.00
* Less Salary Paid		276.00			
			* Balance on 31.3.2009 :		
			With Union Bank of India		
			On Savings Bank Account		
			Account No.5566	1,978.55	
			With Bank of Maharashtra:		
			Account No. 20101701990	210,626.00	
			Cash on Hand	413.49	213,018.04
TOTAL RUPEES:		5,549,827.05	TOTAL RUPEES:		5,549,827.05

We have examined the above Receipts & Payments Account with the Cash Book of the Institute and the vouchers relating thereto and we hereby report the same to be correct.

MUMBAI : 30th June 2009.

For Rao & Ashok,
Chartered Accountants.

(Signature)
Partner.

GA



Rao & Ashok
Chartered Accountants

SUBRA RAO P.
ASHOK R. MELMANE

TEL. : 8000 201253, FAX: 24474518.
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
407, MOOHL LANE, MAHIM, MUMBAI - 40.

ST. TERESA'S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI.
NON-SALARY ACCOUNT

RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2009.

RECEIPTS	Rs.	Rs.	PAYMENTS	Rs.	Rs.
To Balance on 1.4.2008:			By Rent		198,036.00
With Union Bank of India			" Audit Fees		44,944.00
On Savings Bank Account			" Library Journals		6,315.00
Account No. 5567	11,259.23		" Washing Allowance		1,440.00
Cash on Hand	14,814.72		" Travelling		5,201.00
Petty Cash	363.50	26,437.45	" Electricity Charges		118,630.00
			" Postage & Commission		2,946.00
* Fees:			" Telephone		25,955.57
Library	11,760.00		" Activity		48,568.00
Laboratory	23,520.00		" Internet Charges		5,845.00
Activity	17,640.00		" Conveyance Allowance		1,500.00
Other Fees	490,000.00		" Affiliation		21,000.00
B.Ed Exam	98,000.00	640,920.00	" Extension Work - Adult Education		9,800.00
			" Reading Material		3,509.50
* Interest on:			" Stationery:		
Savings Bank Account		862.00	Office	38,450.50	
			Printing	12,149.00	50,599.50
* Seminar		16,400.00			
* SC Freeship		2,380.00	" Bank Charges		665.00
* B.Ed Exam Remuneration		486.00	" Sports Expenses		6,140.00
* Eligibility Fees		4,840.00	" Exhibition		2,220.00
* University Fund		1,080.00	" Contingencies		15542
			" Supervision Charges		3,200.00
* Loan from:			" Seminars & Workshop		55,650.00
S.T.I.R. (Society)	208,000.00		" Uniform		2,850.00
St. Teresa's (Society)	198,036.00	406,036.00	" Cultural Activity		1,600.00
			" Repairs & Maintenance		14,101.00
* Amount wrongly credited		120.00	" Computer Repairs & Maintenance		47,550.00
			" Servicing		6,306.00
			" Gifts		607.00
			" Advertisement		8,584.00
			" Retreat		11,250.00
			" First Aid		860.75
			" Picnic Expenses		27,800.00
			" University Collection Paid:		
			B.Ed Convocation Fees	26,000.00	
			B.Ed Examination Forms	52,000.00	
			B.Ed Exam Remuneration	1,566.00	
			Enrollment Fees	15,200.00	
			Eligibility Fees	11,040.00	105,806.00
			" Computer New		19,968.00
			" Audio, Amplifier & Microphone		63,993.00
			" S.C./ST Refund		27,380.00
			" Library Books		98,712.60
			" Equipments		27,662.00
			" Balance on 31.3.2009:		
			With Union Bank of India		
			On Savings Bank Account		
			Account No. 5567	5,564.04	
			Cash on Hand	1,097.99	
			Petty Cash	162.50	6,824.53
TOTAL RUPEES:		1,099,561.45	TOTAL RUPEES:		1,099,561.45

We have examined the above Receipts & Payments Account with the Cash Book of the Institute and the vouchers relating thereto and we hereby report the same to be correct.
MUMBAI : 30th June 2009.

For Rao & Ashok,
Chartered Accountants.

[Signature]
Partner.



GA

Appendix 3-d

Audited Statement for UGC Grant 2008-09

Chartered Accountants

SUBBA RAO P.
ASHOK R. MELMANE

ST. TERE S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI

U. G. C. Account

TEL: 6666 304243 FAX 24474510

UNIT 111, 1ST FLOOR,

HIREN LIGHT INDUSTRIAL PREMISES,

408, MOGHUL LANE, MAHIM, MUMBAI-16.

Receipts & Payments Account for the year ended 31st March 2009.

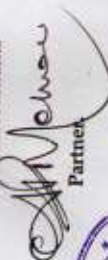
RECEIPTS	Rs.	Rs.	PAYMENTS	Rs.	Rs.
To Balance on 1.4.2008 : With Union Bank of India On Savings Bank Account Account No.13465 Cash on Hand	1,103.40 13,615.61	14,719.01	By Salary * UGC - Fellowship Paid		268,080.00 29,165.00
* Interest on Savings Bank Account		1,261.00	* Seminar Expenses : Food Expenses	15,200.00	
" Grant: UGC Fellowship Seminar Salary	294,086.00 29,165.00 135,000.00 268,080.00		Seminar	27,680.00	
			Petty Contingencies	998.00	
			Postage	930.00	
			Stationery	65,421.00	
			Travelling	8,190.00	118,419.00
			LCD Projector		37,000.00
			Computer		25,100.00
			Library Books		19,995.00
			Equipment		11,970.00
			TDS to be recovered		700.00
			Balance on 31.3.2009: With Union Bank of India On Savings Bank Account Account No.13465 Cash on Hand	217,685.40 14,196.61	231,882.01
TOTAL RUPEES		742,311.01	TOTAL RUPEES		742,311.01

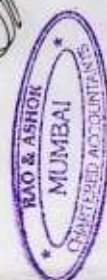
MUMBAI : 8th July 2009.

EXAMINED AND FOUND CORRECT.

For Rao & Ashok,

Chartered Accountants


 Partner



GA

MUMBAI : 8th July 2009.

EXAMINED AND FOUND CORRECT.

For Rao & Ashok,
Chartered Accountants


Partner



GA

Appendix 4-a

Institutional Academic Calendar for 2009-2010

WEEK		ACTIVITIES	
		July 2009	
1	Wednesday		
2	Thursday		
3	Friday		
4	Saturday		
5	Sunday		
6	Monday	1.	Workshop on Communication Skills Continues/ Theory Lectures/Orientation to Micro Teaching
7	Tuesday	2.	Workshop on Communication Skills/Orientation to the B.Ed Course/Theory Lectures/Content Test.
8	Wednesday		
9	Thursday		
10	Friday		
11	Saturday		
12	Sunday		
13	Monday		
14	Tuesday		
15	Wednesday	1.	Micro Teaching Programme/Theory Lectures
16	Thursday	2.	Workshop on Instructional Objectives & Specifications
17	Friday		
18	Saturday		
19	Sunday		
20	Monday		
21	Tuesday		
22	Wednesday	Bridge Lessons/Demonstration of Model Macro Lessons/Theory Lectures/School Visits	
23	Thursday		
24	Friday		
25	Saturday		
26	Sunday		
27	Monday		
28	Tuesday		
29	Wednesday	Practice Teaching Begins/Theory Lectures/Alumni Meeting	
30	Thursday		
31	Friday		
		AUGUST 2009	
1	Saturday		
2	Sunday		
3	Monday		

4	Tuesday	
5	Wednesday	Honours Programme Orientation / Practice Teaching
6	Thursday	Continues / College Extension Programme begins
7	Friday	(Yoga, Community Work)
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	Celebration of Independence Day /
13	Thursday	Talent Search (Thurs-Sat)
14	Friday	
15	Saturday	
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	Orientation to Adult Education/National Level Seminar -
20	Thursday	Reforms in Education Talent Search (Thur-Sat)
21	Friday	
22	Saturday	
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	Practice Teaching / Theory Lectures / Student Council
27	Thursday	Elections Planning of Indoor Games
28	Friday	
29	Saturday	
30	sunday	
31	Monday	
SEPTEMBER 2009		
1	Tuesday	
2	Wednesday	TEACHER'S DAY CELEBRATIONS /
3	Thursday	Indoor Games Commence
4	Friday	
5	Saturday	
6	sunday	
7	Monday	LECTURES THEORY
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	
13	sunday	* SIMULATED LESSONS SUPW ORIENTATION CAI

14	Monday	
15	Tuesday	
16	Wednesday	ESSAYS BEGIN ADULT EDUCATION INITIATED BOOK
17	Thursday	REVIEWS - Approval ; compilation
18	Friday	
19	Saturday	
20	sunday	
21	Monday	
22	Tuesday	
23	Wednesday	* PREPARATIONS TO HOST ST. TERESA'S FEAST
24	Thursday	
25	Friday	
26	Saturday	
27	sunday	
28	Monday	
29	Tuesday	
30	Wednesday	
OCTOBER 2009		
1	Thursday	
2	Friday	Theory Lectures
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	
7	Wednesday	St. Teresa's Feast Celebration (Play)
8	Thursday	Miss Education Contest
9	Friday	
10	Saturday	
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	First Term Exams
15	Thursday	
16	Friday	
17	Saturday	
18	Sunday	
19	Monday	
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	

25	Sunday	
26	Monday	
27	Tuesday	
28	Wednesday	
29	Thursday	Evaluation Work Shop
30	Friday	
31	Saturday	

NOVEMBER 2009

1	Sunday	
2	Monday	Diwali Vacations Begins
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	
11	Wednesday	
12	Thursday	
13	Friday	
14	Saturday	
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	College Reopens Practice Teaching / Theory Lectures /
19	Thursday	Starting of Action Research
20	Friday	
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	Internship
27	Friday	
28	Saturday	
29	Sunday	
30	Monday	

DECEMBER 2009

1	Tuesday	
2	Wednesday	
3	Thursday	Internship

4	Friday	
5	Saturday	
6	Sunday	
7	Monday	
8	Tuesday	
9	Wednesday	Simulated Lessons (Continue)
10	Thursday	Book Reviews
11	Friday	Theory Lectures
12	Saturday	
13	sunday	
14	Monday	
15	Tuesday	
16	Wednesday	Preperation for Christmas Celebration,
17	Thursday	Theory Lectures
18	Friday	
19	Saturday	
20	sunday	
21	Monday	
22	Tuesday	
23	Wednesday	Christmas outreach Programme,
24	Thursday	Christmas Celebration,
25	Friday	Holidays begin
26	Saturday	
27	Sunday	
28	Monday	
29	Tuesday	Holidays
30	Wednesday	
31	Thursday	
JANUARY 2010		
1	Friday	
2	Saturday	
3	sunday	
4	Monday	
5	Tuesday	
6	Wednesday	Submission of eval. Project.
7	Thursday	Seminar Presentation by Students.
8	Friday	Content-test (VIII to X), Theory Lectures.
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	

13	Wednesday	Continuation of Seminar Presentations Talks by resources persons (Inc. edu & Lear. Disb) seminar (Gender - Sensitization), Theory Lectures
14	Thursday	
15	Friday	
16	Saturday	
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	Talk (Dr. Charles Prof. Ethics) C.A.I Presentations Adult Education festival Activities based on core-elements, Sports day., Theory Lectures.
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	Republic day, workshop of activities (B.Ed Honours), Campus Interviews, Chart Preparation, Workshop Educational Visits, Submission of Adult-Education Projects, Theory Lectures.
27	Wednesday	
28	Thursday	
29	Friday	
30	Saturday	
31	Sunday	

Essays are also conducted simultaneously.

Preparation time for 'Annual Day'.

FEBRUARY 2010

1	Monday	
2	Tuesday	
3	Wednesday	Theory Lectures + Research Report Submission
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	Annual Day
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	Retreat
18	Thursday	
19	Friday	
20	Saturday	

21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	Theory Lectures & Preparation leave for prelims
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
MARCH 2010		
1	Monday	
2	Tuesday	
3	Wednesday	Prelims I
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	Prelims I
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	Prelims II, College Picnic
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	Study Leave
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

APRIL 2010

1	Thursday	
2	Friday	
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	
7	Wednesday	Study Leave
8	Thursday	
9	Friday	
10	Saturday	
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	Study Leave
15	Thursday	
16	Friday	
17	Saturday	
18	Sunday	
19	Monday	
20	Tuesday	
21	Wednesday	Study Leave
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	
28	Wednesday	Board Exam
29	Thursday	
30	Friday	

Weekly Time-table

ST. TERESA'S INSTITUTE OF EDUCATION
THEORY TIME TABLE: 4TH TO 9TH AUGUST 2008

TIME	Monday 4th August	Tuesday 5th August	Wednesday 6th August	Thursday 7th August	Friday 8th August	Saturday 9th August
9:00-9:30	Visit to schools to take units	Assembly	Assembly	Assembly	Practice teaching	Assembly
9:30-10:20	Visit to schools to take units	Philo	Psycho. T.	ICT	Practice teaching	Psycho. T.
10:20-10:30				RECESS		
10:30-11:20	Visit to schools to take units	Bridge Lessons	Philo.	Socio	Practice teaching	Evalu.
11:20-12:10	Visit to schools to take units	Bridge Lessons	Psycho. P.	Educa. Manag.	Practice teaching	Philo.
12:10-1:00	Writing of plans in college	Bridge Lessons	Guidance	Guidance	Practice teaching	Guidance
1:00-1:25		Lunch Break				
1:25-2:10	Writing of plans in college	Bridge Lessons	Guidance	Guidance	Practice teaching	Guidance
2:10-3:00	Writing of plans in college	Bridge Lessons	Guidance	Guidance	Practice teaching	Guidance

L. Lilian
 (Dr. Sr. Lilian R.)
 Principal

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

Appendix 4-c

ST TERESA'S INSTITUTE OF EDUCATION INSTITUTIONAL DIARY FOR THE ACADEMIC YEAR 2008 - 2009

Sr.No	DATE	NAME OF THE ACTIVITY	DURATION	RESOURCE PERSON
1	06.07.09	College Re-opens for the staff	1 hrs	Dr.Sr. Lilian
2	20.07.09	First day of the college orientation	1 hrs	Dr.Sr. Lilian
3	till 10.07.08	Workshop on communication skills	6 days	Fr. Alban D'mello
4	21.07.08	Exp. Demo. Of Stimulus Variation	2 1/2 hrs	Staff
5	22.07.08	Exp. Demo. Of Probing Questions	1 1/2 hrs	Staff
7	04.08.08	School Visits	1 Day	Staff & Students
8	15.08.08	Independence day celebration	2 hrs	Students
9	18.08.08	Talk on Chart Preparation	4 hrs	Ms Marie Fernandes
10	20.08.08	Talk on Religion and Moral Sc	4 hrs	Guest
11	25.08.08	Bridge Lesson	4 1/2 hrs	Staff & Students
13	05.09.08	Teachers Day	1 Day	Staff & Students
14	11.09.08	Talk on Dowry	1 hr	Mr B Kulkarni
15	04.10.08	Miss Education	1 Day	Staff & Students
16	08.10.08 25.10.08	First Terminal examination	9 Days	Staff
19	15.11.08	Contest 1	3 hrs	Students
20	01.12.08 08.12.08	Internship programme	1 week	Students
21	23.12.08	Christmas celebration	2 hrs	Students council
24	13.01.09	Lecture - Learning disabilities	1 1/2 hrs	Dr. Avinash D'souza
25	15.01.09	Gender Sensitization	1 Day	Education International Canadian Teacher's Federation and AIACEE
26	17.01.09	Talk on Teacher Effectiveness	1 Day	Dr Elaine Charles
27	21.01.09	Adult Education Festival	1 Day	Mrs Sheela Philips and students
28	22.01.09	Sports Day	1 Day	Staff & Students
29	23.01.09	Activities on core - element	1 Day	Staff & Students
30	27.01.09	campus Interview	1 Day	Principals from various schools
31	29.01.09	Educational Visits	1 Day	Students
32	30.01.09	Chart preparation	2 hrs	Ms Marie Fernandes
33	02.02.09	Contest 2	3 hrs	Students
34	02.02.09	Singing Competition	2 hrs	Students
35	04.02.09	Open Book Exam	1Hr	Students
36	07.02.09	Sex Education	2 Day	Sr. Philomena and Dr Yolanda
37	12.02.09 13.02.09	Putting the Exhibition on Tg Aids	2 Day	Staff & Students
38	14.02.09	Annual Daycum Exhibition on Teaching Aids	2 Day	Staff & Students
39	14.02.09	Valedictory function	1/2 Day	Staff
40	19.03.09	Staff Picnic	1 Day	Staff
41	28.03.09 06.04.09	II Term Exam	6 Days	Staff
42	20.04.09 04.05.09	Final Exam	5 Days	University of Mumbai

Appendix 4-d

Copy of Syllabus

THEORY–EXTERNALASSESSMENT (500 Marks)	PRACTICUM–INTERNAL ASSESSMENT (500 Marks)
a) 5 papers X 100 marks each	I) Practice Lessons (250 Marks)
b) Candidates will be examined in the following subjects:	i) 4 Micro-skill Lessons and 1 Integrated lesson (Bridge) compulsory (No Marks)
PAPER I : Foundations of Education	
PAPER II : Educational Psychology	ii) 4 Simulated Lessons (Role play, Games, Models of (4x5) = 20 teaching, Creative techniques)
PAPER III: Educational Management and Educational Evaluation	
PAPER IV: Information and Communication Technology in Education and Special Fields.	iii) 2 Computer Assisted Presentation mode (One in each Special method) (10X2) = 20
SECTION 2 : Any one of the following fields	iv) 20 practice Lessons of 10 marks each. (10x20)= 200
1. Action Research	
2. Education for Rural Development	v) Unit Planning, Preparation of Unit Test, Administration of Unit Test, Scoring & Marking in a one special method. 10
3. Environmental Education	
4. Guidance and Counselling	ii) Practical work (50 Marks)
5. International Education	a) Research- based Individual Project-Work (20 Marks internal guide) (10 marks viva-voce by other staff member of the same college) 30
6. Inclusive Education	
7. Computers in Education	b) Seminar Presentation (in any one paper) 10
PAPER V: Two special methods (any two of the following)	
1. Marathi	
2. English	c) One Co-curricular activity Preparation and presentation encompassing core-elements of NPE. 10
3. Hindi	
4. Gujarati	
5. Urdu	iii) Year's work (200 Marks)
6. Sanskrit	
7. History	i) Two Terminal Examination 140
8. Geography	
9. Economics	ii) Open Book Examination 10
10. Commerce	
11. Science	iii) One Essay per section in each theory paper 50
12. Mathematics	
13. Psychology	
14. Sociology	
15. Philosophy	
16. Political science	

PAPER – I

FOUNDATIONS OF EDUCATION

SECTION-1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

UNIT I: PHILOSOPHY AND EDUCATION (10 Lectures)

- a) Meaning, Nature and Branches (Metaphysics, Epistemology, Axiology and its educational implications) of Philosophy.
- b) Philosophical Models of Education. (Impressionist, Insight and Rule)
- c) Meaning of education (Education as acquisition, manifestation and transaction) and Characteristics.
- d) Relationship between Philosophy and Education.
- e) Functions of Education in present context- Individual and National (economic, social, political and cultural).

UNIT II: SCOPE OF EDUCATION (4 Lectures)

- a) Scope - Disciplines, Areas and Forms of Education.
- b) Non-formal Education: Objectives and Need.

UNIT III: IMPACT OF PHILOSOPHY ON EDUCATION (10 Lectures)

- a) The impact of Idealism, Naturalism, Pragmatism and Realism on Education with reference to Aims, Curriculum, Methodology, Text-books, Discipline and Role of the Teacher.
- b) Educational Contributions of following Indian and Western Thinkers with its Implications.
 - i. Mahatma Gandhi
 - ii. Swami Vivekananda

- iii. Rabindranath Tagore
- iv. Jean J. Rousseau
- v. John Dewey

UNIT IV: -DEVELOPMENT OF GOALS OF EDUCATION IN INDIA. (10 Lectures)

- a) Ancient Indian Goals: Purusharthas.
- b) Indian Constitution and the status of education with reference to the following:
 - i. Universalisation of Education. Article: Directive Principles: 41, 45, 46,
 - ii. Equality of Opportunities in Education. Article 28, 29, 350, 351,
 - iii. Education and Fundamental Rights and Duties. Article 14, 15, 16, 30 & Duties: 51A (a to h)
- c) National Policy on Education (NPE – 1986)
- d) National Policy of Education-1992
- e) Sarva Shiksha Abhiyan (SSA – 2000) (Features, Aims and Objectives)
- f) National Curricular Framework-2005 (Need and Objectives)

UNIT V: TEACHING AS A PROFESSION (4 Lectures)

- a) Principles of Professional Ethics.
- b) Role of Teacher in inculcating Intrinsic Values
- c) Purpose of Teachers' Organizations

UNIT VI: CURRICULUM (4 Lectures)

- a) Concept, Principles and Determinants of Curriculum Design.
- b) Integrated Curriculum.

SECTION – II

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

UNIT I: - EDUCATIONAL SOCIOLOGY (5 Lectures)

- a) Meaning and Scope of Educational Sociology
- b) Influence of Educational Sociology on
 - i. Aims
 - ii. Curriculum
 - iii. Methods of Teaching

- ii) Role of Education in promoting National Integration

- c) Education and International Understanding
 - i) Barriers to International Understanding: Terrorism, Racism & War
 - ii) Role of Education in promoting International Understanding

UNIT II: DEMOCRACY AND MODERNISATION (10 Lectures)

- a) Concept of Democracy
- b) Education for Democracy—Secularism, Egalitarianism, Effective Citizenship.
- c) Concept and Characteristics of Modernization
- d) Role of Education in Modernization—Scientific Temper, Productivity and Economic development.

UNIT IV: EDUCATION FOR HUMAN RIGHTS (10 Lectures)

- a) Concept of Human Rights.
- b) Need for Human Rights Education.
- c) Deprivation of Human Rights: Child Exploitation, Gender Discrimination & Casteism.
- d) Role of Education in promoting Human Rights.

UNIT III: EDUCATION FOR PEACE (10 Lectures)

- a) Concept and Need of Peace Education
- b) Education and National Integration
 - i) Barriers to National Integration: Regionalism, Linguism & Communalism.

UNIT V: ESSENTIAL APPROACHES IN EDUCATION FOR DYNAMIC INDIAN SOCIETY (12 Lectures)

- a) Role of Family & School.
- b) Alternative Learning Systems.
- c) Role of Voluntary Organizations in catering to the need of Marginalized groups.
- d) Integration of Population Education with the School Curriculum.

PAPER - II

EDUCATIONAL PSYCHOLOGY

SECTION - I

PSYCHOLOGY OF THE LEARNER

UNIT I: EDUCATIONAL PSYCHOLOGY (7 Lectures)

- a) Meaning, Nature, Scope and relevance of Educational Psychology.
- b) Methods of Educational Psychology.

- i. Introspection
- ii. Observation
- iii. Experimental

UNIT II: UNDERSTANDING THE DEVELOPMENT OF THE LEARNER
(10 Lectures)

- a) Concept and Principles of Growth and Development.
- b) Theories of Development and their Educational Implications.
 - i. Piaget's theory of Cognitive Development.
 - ii. Kohlberg's theory of Moral Development.
 - iii. Erikson's theory of Psychosocial Development.
- c) Developmental Characteristics of 'Adolescence' with reference to Physical, Cognitive, Emotional & Social aspects
- d) Current Issues related to Adolescent Stress and Role of the Teacher - (early puberty, identity crisis, increasing loneliness, changing family structures, rising permissiveness. Peer pressure, substance abuse, materialism, depression and suicide, Information overload, early exposure of adult issues through media/Internet)

UNIT III: INTELLIGENCE & CREATIVITY
(10 Lectures)

- a) Nature of Intelligence
- b) Theories of Intelligence
 - i. J.P. Guilford's Structure of Intellect
 - ii. Gardner's theory of Multiple Intelligence.
 - iii. Goleman's theory of Emotional Intelligence.
- c) Creativity:
 - i) Meaning of Creativity and Identification of Creative Learner.
 - ii) Process of Creativity.
 - iii) Teacher's role in fostering Creativity.

UNIT IV: LEARNER DIVERSITY
(9 Lectures)

- a) Concept of Individual Differences.
- b) Concept and need for Inclusive Education
- c) Understanding Exceptional learners
 - i) Gifted
 - ii) Slow Learners.
- d) Concept of Learning Disability (LD)
- e) Special Educational Needs:
 - i. Dyslexia
 - ii. Dysgraphia
 - iii. Dyscalculia
 - iv. Hearing Impairment
 - v. Visual Impairment
- f) Characteristics of the above types of disabilities and strategies for Inclusive Education
- g) Concept of Individualized Education Plan (IEP)

UNIT V: PERSONALITY **(9 Lectures)**

- a) Concept of Personality and Self Concept.
- b) Types of Conflicts and Defense Mechanisms (Escape- regression, day-dreaming, Denial rationalization, projection, repression and Substitution- sublimation, displacement and compensation)
- c) Mental Health: Concept and Importance.
- d) Role of Education in preventing Maladjustment.

PRACTICAL WORK (Any One)

Conduct a Case study of a secondary school student

Prepare a draft of Individualized Education Plan (IEP) for a hypothetical case.

PAPER - II
EDUCATIONAL PSYCHOLOGY
SECTION II
PSYCHOLOGY OF LEARNING

UNIT I: LEARNING (12 Lectures)

- a) i. Concept of Learning - (Meaning, Definition & Characteristics)
- ii. Process / Steps of Learning.
- iii. Typical Learning Curve with Educational Implications.
- b) Factors affecting Learning: -
 - i. Maturation - Concept & Educational Implications.
 - ii. Attention - Concept, Types & Educational Implications.
 - iii. Fatigue - Concept, Types & Educational Implications.
 - iv. Motivation - Concept and Theories (Maslow's Theory of Self-Actualization & Achievement Motivation by David McClelland.)
- b) Types of Thinking: - Divergent, Convergent, Critical, Reflective & Lateral Thinking.
- c) Mental Processes: -
 - i. Memory - Concept, Types & Strategies to develop Memory.
 - ii. Forgetting – Nature, Causes, Factors & Strategies to minimize Forgetting.
 - iii. Imagination - Meaning, Types and Educational Implications.

UNIT IV: GROUP DYNAMICS / GROUP LEARNING STRATEGIES (8 Lectures)

- a). Meaning & Characteristics of a Social Group.
- b). Group Dynamics – Process and its Importance in Learning.
- c). Importance of developing Group Mind (Group Cohesiveness)
- d). Sociometry: - Use and Importance.
- e). Psychological Perspectives – Co-operative Learning and Constructivist Learning.

UNIT II: THEORIES OF LEARNING (14 Lectures)

- a) Concept & Educational Implications of Behaviorist Theories with reference to Thorndike, Pavlov & Skinner.
- b) Cognitivist Theories: -
 - i. Ausubel's Theory of Meaningful Verbal Learning,
 - ii. Bruner's Discovery Learning.
- c) Social Learning Theories: -
 - i. Bandura's Theory of Observational Learning
 - ii. Vygotsky's Social Development Theory.

UNIT V: EXPERIMENTS: (16 Lectures)

(With reference to Concept, Process / Laws / Types etc.)

- a) Fatigue
- b) Perception.
- c) Concept Formation
- d) Association
- e) Transfer of Learning
- f) Suggestion

UNIT III: MENTAL PROCESSES OF LEARNING (10 Lectures)

- a) Thinking Process:- Concept & Tools

(Questions to be asked on **Educational Implications** only.)

In addition to the above, students should carry out **any two** of the following activities and record their observations and findings in their Psychology Journal. **A rubric may be attached to assist the recording of experiences.**

- a) Carry out **any one** of the following Co operative Learning Based Activity and note your observations (Jigsaw Class

Technique, Round Robin Technique or any other such group activity).

- b) Perform **any one** activity using Sociometry in a class and record the results to prepare a Sociogram / Social Distance Scale.
- c) Prepare a Lesson Plan based on Constructivist Learning.

PAPER – III

SECTION – I

EDUCATIONAL MANAGEMENT

UNIT I: CONCEPT OF EDUCATIONAL MANAGEMENT (7 Lectures)

- a) Meaning, Need, Importance & Objectives of Educational Management
- b) Functions of Educational Management: Planning, Organizing, Directing, Controlling, Evaluating.
- c) Systems Approach to Educational Management.

UNIT II: ORGANIZATIONAL MANAGEMENT (10 Lectures)

- a) Organizational Climate:
 - i. Concept and dimensions
 - ii. Characteristics of democratic institutional climate
- b) Role of the leader in fostering democratic institutional climate for effective performance and job satisfaction.
- c) Effective Classroom Management (Content Management, Conduct Management and classroom as a learning community)
- d) Discipline: Ways of ensuring effective institutional discipline.
- e) Staff Meeting: Types and principles of effective staff meeting

UNIT III INSTITUTIONAL MANAGEMENT (10 Lectures)

- a) Institutional Planning: Meaning, Importance, Process (steps) & Features.
- b) Time table: Principles of time table construction for curricular and co-curricular activities.
- c) Event Management
 - i. Principles of organizing curricular and co-curricular events.
 - ii. Steps of organizing events.
- d) Maintaining institutional quality: meaning, importance and criteria of assessing quality of educational institutions.
- e) Institutional Network.

UNIT IV: RESOURCE MANAGEMENT: HUMAN & MATERIALS (10 Lectures)

- a) Professional Qualifications and Qualities of Headmaster/Principal
 - i. Knowledge: subject matter, pedagogy, administrative rules and procedures, government rules and policies.
 - ii. Skills: assertiveness, interpersonal relations, stress management, and conflict management.

- iii. Attitudes: openness, secular, pro-activeness, innovativeness and moral values
- b) Performance Appraisal: meaning and importance, criteria of performance appraisal of Teachers and Principals/Headmasters.
- c) PTA: role and activities.
- d) Importance of essential records and its maintenance using technology.
General Register, Attendance Register for Staff & Students, Log Book for Teachers, Service Book and Cumulative Record Card.

UNIT V ADMINISTRATION AUTHORITIES (8 Lectures)

- a) Functions of N.C.E.R.T and S.C.E.R.T.
- b) Secondary School Code: need and salient features: School Tribunal, Types of Leave, Code of Conduct, Types of Grant-in-Aid
- c) Characteristics of National and International Systems of Education in India

SECTION – II EDUCATIONAL EVALUATION

UNIT I: CONCEPT OF EDUCATIONAL EVALUATION (8 lectures)

- a) Concept of Measurement, Assessment & Evaluation in Education.
 - i) (Meaning, Nature & Functions of Measurement, Assessment and Evaluation)
 - ii) Principles of Evaluation
- b) Internal Assessment:
 - i) Meaning, Significance & Areas (Scholastic, Non scholastic & Personality).
- c) Types of Evaluation
 - i) Formative Evaluation
 - ii) Summative Evaluation

UNIT II: EDUCATIONAL OBJECTIVES (8 Lectures)

- a) Relationship between Aims and Objectives
- b) Taxonomy of Educational Objectives
 - i) Cognitive Domain.
(Revised Bloom's taxonomy by Anderson and Krathwohl)

- ii) Affective Domain
- iii) Psychomotor Domain.

- c) Criteria for writing statements of Objectives and Specifications.

UNIT III: LEARNING EXPERIENCES (6 Lectures)

- a) Concept
- b) Types- Direct and Indirect.
- c) Value based Learning Experiences
- d) Relationship between Objectives, Specifications, Learning Experiences and Evaluation.

UNIT IV: TOOLS OF EVALUATION (12 Lectures)

- a) Essential Characteristics of Measuring Tools
- b) Factors affecting Validity and Reliability
- c) Types of test-
 - i. Performance Tests: Oral test and Practical test (merits, limitations, suggestions for improvement, criteria for evaluation)

- ii. Paper –Pencil/Written test- Essay type and Objective type (Merits, limitations, suggestions for improvement)
- iii. Norm- Referenced tests and Criterion Referenced tests (meaning, characteristics).
- d) Observation Tools- Check list, Rating scale and Anecdotal record.

UNIT V: INTERPRETING TEST RESULTS (6 Lectures)

(Use of 4 function calculator is allowed)

- a) Calculation and interpretation of Mean and Median.
- b) Interpretation of Standard Deviation with reference to Normal Probability Curve

- c) Interpretation of Percentile and Percentile Rank.

UNIT VI: PLANNING AND TESTING (5 Lectures)

(To be covered through a workshop and no theory question to be asked in the Examination. The test should be based on the latest board pattern and student teachers must administer it in schools. The central tendency can be calculated using the raw scores)

- a) Year plan
- b) Unit plan
- c) Unit test
 - i) Planning stage
 - ii) Editing stage
 - iii) Reviewing stage

PAPER – IV

SECTION – I

INFORMATION AND COMMUNICATION

TECHNOLOGY IN EDUCATION AND SPECIAL FIELD

UNIT I: CONCEPT OF ICT

(6 Lectures)

- a) Concept (meaning, definition & characteristics) of ICT in Education.
- b) Advantages & limitations of ICT.
- c) Difference between Educational Technology, Communication Technology and Information Technology.

- i. OHP
- ii. LCD
- iii. Slide-Projector
- iv. Broadcast:- Radio and TV

UNIT II: - SUPPORT MEDIA IN ICT

(12 Lectures)

- a) Psychological bases of using Support Media:
 - i. Dale's Cone of Experience
 - ii. Multi-Sensory Instruction
- b) Use, Advantages & Limitations of Support Media:

UNIT III:- PROCESS OF COMMUNICATION (8 Lectures)

- a) Communication
 - i. Meaning
 - ii. Types:- Verbal, Non- verbal
 - iii. Process: Elements and Cycle
 - iv. Principles
 - v. Barriers
- b) Transactional Analysis: Concept and Educational Implications.
- c) Effective Classroom Communication.

UNIT IV: METHODS AND MODELS OF TEACHING (10 Lectures)

- a) Methods of Teaching:- (Meaning, Organization and Importance)
 - i) Large Group: Team-Teaching and Seminar
 - ii) Small Group: Brain Storming and Workshop.
 - iii) Individualized: Programmed Learning (Linear and Branching)
- b) Strategies: Co-operative Learning and Simulation
- c) Models of Teaching: CAM, JIM and ITM

UNIT V TECHNOLOGY MEDIATED COMMUNICATION (10 Lectures)

- a) E-Learning:- Concept (Meaning, Characteristics)
- b) Types:
 - i. Off-line Learning (Meaning, Importance)
 - ii. On-line Learning-(Synchronous and Asynchronous)
- c) Use and Importance of Resources: Chat World Wide Web, E-mail and Discussion Forum
- d) Computer Application: - CAI and CMI
- e) Teleconferencing: Audio, Video and Computer
- f) Role of the Teacher in Technology Mediated Communication

SECTION II**SPECIAL FIELDS****1- ACTION RESEARCH****UNIT I: FUNDAMENTALS OF ACTION RESEARCH (12 Lectures)**

- a) Concept of Action Research
 - i. Meaning & Characteristics of Action Research.
 - ii. Difference between Fundamental and Action Research
 - iii. Principles of Action Research.
 - iv. Uses and Limitations of Action Research.
 - v. Identifying the areas of Action Research
- b) Action Research and Teacher
 - i. Action Research for the Professional Growth of Teachers.
 - ii. Collaborative Research – Concept and Need.
 - iii. Ethical considerations while carrying out Action Research.

UNIT II: PROCESS OF ACTION RESEARCH (8 Lectures)

- a) Cycles of Action Research:
 - i. Stephen Kemmi's A. R. Cycle.
 - ii. Michael Bassey's A.R. Cycle.
- b) Concept and Types of Validation:
 - i. Self Validation
 - ii. Peer Validation
 - iii. Learner Validation

Unit III: TYPES OF ACTION RESEARCH (8 Lectures)

- a) Approaches of Action Research:
 - i. Qualitative Research
 - ii. Quantitative Research
- b) Methods of Action Research:
 - i. Survey
 - ii. Experimental
 - iii. Diagnostic
 - iv. Case Study

UNIT IV: TOOLS OF ACTION RESEARCH (10 Lectures)

(Characteristics, Uses and Limitations.)

- a) Diary and Documentation.
- b) Participant Observation Recording and Non-Participant Observation Recording.
- c) Questionnaire.
- d) Rating Scale
- e) Structured, Unstructured & Semi-Structured Interviews.
- f) Audio-Video Recordings.
- g) Photographs.

UNIT V: STEPS OF ACTION RESEARCH PLAN / PROPOSAL (8 Lectures)

- a) Identifying and framing the General Research Question.
- b) Review of the Related Literature – Meaning and Importance.
- c) Draft Action Research Plan (research question, rationale, data collection methods, research team, consultation, costs, equipment, and schedule).
- d) Site Description (where and who sample).
- e) Data Collection Methods.
- f) Analysis and Interpretation of Data:

- i. Qualitative (Immersion; reflecting, standing back, analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing.
- ii. Quantitative (measures of Central Tendency, variability and relationship) findings.
- g) Reflection of the results.
- h) Implication of subsequent action.
- i) List of references
- j) Writing of Synopsis

UNIT VI: REPORT WRITING

(To be covered through a project and no theory questions to be asked in written examination.)

- a) The Research Question
- b) Rationale
- c) Sample
- d) Methods of Data Collection
- e) Analysis and Interpretation of Data
- f) Reflection of the Results
- g) Development of Strategic Plan of Action.

Since 6th unit is based on the practical aspect- students will be doing this via project.

2 - COMPUTERS IN EDUCATION

UNIT I: FUNDAMENTALS OF COMPUTERS (4 Lectures)

- a) Computer Architecture
 - i. Diagram of Computer Structure
 - ii. Features of Computer
- b) Knowledge of Computer Hardware:
Input / Output Devices – Disk Drive, CD Rom, RAM, Monitor,
Mouse, Printer, Keyboard, Microphone, Web Camera, Scanner,
Projector and Electronic Smart Board.

UNIT II: COMPUTER AS A TOOL (15 Lectures)

- a) Skills to prepare program using the appropriate software for teaching/ learning
 - i. Basic File Handling
 - o Concept of a file/ folder
 - o Saving a file and retrieving file.
 - o Management of Data files – creating new file, updating, storing and deleting.

- o Saving files on external storage devices, CD, DVD, Floppy and Pen Drive.
 - b) Use of Word Processor
 - i. Basic formatting techniques (Editing, use of graphics and tables)
 - ii. Use of templates (mark sheets, mail merge and letters)
 - iii. Saving word documents as web pages
 - iv. Convert word document into presentations.
 - v. Scan, print and prepare transparency.
 - vi. Writing research paper and research project.
 - vii. Preparation of question paper using spread sheet data.
 - c) Use of Spreadsheet
 - i. Knowledge of basic terminology – rows, columns, cells, header and footer.
 - ii. Basic functions of spreadsheet – insert (row/column), delete (row/column), format (cell, table) – alignment, data types
 - iii. Calculations (date, summation, count, sort, average and use of filters), text processing and graphics.
 - iv. Preparation of database – books, records of various types, accounting, results sheet and cumulative records card.
 - d) Use of presentation
 - i. Basic features of presentation software – elements of a slide, formatting a slide (font, color, graphics, animation, design template, slide transitions and sound)
 - ii. Characteristics of a good presentation – use of visual graphics, arrangement of content, pedagogy of content analysis, navigation, scope of presentation, linear and branched program and depth of the presentation.
 - iii. Knowledge of converting presentation to web page and word document
- UNIT III: USE OF COMPUTER AS A TUTOR
(15 Lectures)**
- a) Knowledge of Computer Aided Instructions in Classroom teaching
 - i. Constructivist Approach to designing presentations.
 - ii. Increasing interactivity by introducing visual aids – text and graphics
 - iii. Use of multimedia – sound, animation and movies
 - b) Knowledge of Computer Aided Learning
 - i. Classroom learning – Synchronous and Asynchronous learning
 - ii. Use of readymade CAI for learning
 - iii. Preparation of questionnaire, quiz and interactive games (Age of Empire, Civilization 1 and 2 and National Geographic)
 - c) Use of Simulation, drill and practice and review exercises for learning
 - d) Use of Computer aided tests for self paced learning and classroom testing.
 - e) Use of e learning media (readymade CD ROMS, dictionaries, thesaurus, tutorials, Discovery, Animal Planet, National Geographic and Vidya Vahini)
 - f) Use of Computer as Tutee
 - i. Preparation of Pivot tables
 - ii. Preparation of Web pages using basic HTML
 - iii. Writing and using a Macro.

UNIT IV: INTERNET TECHNOLOGIES (9 Lectures)

- a) Browser
 - i. Names of different types of browsers
 - ii. Elements of a browser – buttons (back, front, refresh, home etc), navigation, status bar and address bar
- b) Internet
 - i. Knowledge of history of internet
 - ii. LAN , MAN and WAN
 - iii. WWW and HTTP concept
- c) Search Engine
 - i. Concept of Search – text based, image based and multi media
 - ii. Names of Different types of search engines (Google and Yahoo)
 - iii. Logic for Search – understanding of keywords and symbols
- d) Use of Internet
 - i. Finding learning resources, reference material. and online journals
 - ii. Email, chat, blogs, forums and conference
 - iii. Uploading and downloading data.

3 - EDUCATION FOR RURAL DEVELOPMENT

UNIT I: INTRODUCTION OF RURAL AREA AND RURAL DEVELOPMENT (8 Lectures)

- a) Concept of Rural Area, Need and Scope of Rural Development
- b) Structure of Rural Community (Caste & Class)
- c) Characteristics of Rural Areas in Democratic India.
 - i. Density of Population
 - ii. Environment; Physical and Social
 - iii. Literacy Rate
 - iv. Basic Facilities
 - v. Occupation
 - vi. Traditions and Culture.
- d) Tribal and Remote Villages: Characteristics and Needs

UNIT II PROBLEMS OF RURAL EDUCATION (8 Lectures)

- a) Physical Facilities
- b) Literacy Level of the Community
- c) Attitude to Girl Education
- d) Economic Problems (Dependence on

rains, Industrial venture, Child Labour and Extinction of old vocations)

- e) Health Issues
- f) Rigid Social Inequality
- g) Role of Education

UNIT III: CURRENT TRENDS AND PRACTICES IN RURAL EDUCATION (8 Lectures)

- a) Non formal programmes for Rural Development
 - i. Women Empowerment
 - ii. Gender Equity
 - iii. Disease and Illness
 - iv. Rural Unemployment
 - v. Adult Education
- b) Role of NGO's in rural development- programmes and strategies
- c) Development of rural leadership for social change.
- d) Educational Practices:-
 - i) One teacher school.
 - ii) Neighbourhood Schools
 - iii) Anganwadi

UNIT IV: - POLICIES AND SCHEMES FOR RURAL DEVELOPMENT

(10 Lectures)

- a) Policies and Provision for Rural Development by central and state government.
- b) Five Year Plans.
- c) Khadi and Village Industries Commission:-
- d) Objectives and K.V.I.C. during Five Year Plans.
- e) Panchayat Raj Institutions: Evolution, Structure and Functions, 73rd Amendment and Role of PRIs in Rural Development
- f) Integrated Rural Development Programmes, Swarna Jayanthi Grama Swarojgar Yojana and Employment Assurance Scheme.

UNIT V: CONTRIBUTION OF SOCIAL REFORMERS

(8 Lectures)

- a) Vinobha Bhave (Education for Rural Reconstruction)
- b) Tarabai Modak and Anutai Wagh (Kosbad Project)
- c) Mahatma Gandhi (Rural Reconstruction)
- d) Water Conservation Movement by Rajendra Singh

Unit VI PRACTICAL WORK

- a) Project and visits based on rural areas should be organized.
- b) Such projects should be considered as essays for 10 marks.

4 - ENVIRONMENTAL EDUCATION

UNIT I: ENVIRONMENT EDUCATION

(12 Lectures)

- a) Environment: Meaning, Components- Biotic and Abiotic, Types of Eco System, Ecological Pyramids (numbers, mass, Energy), Food Chain and Food Web.
- b) Environmental Education: Meaning, Goals, Objectives, Principles & Need

History of Environmental Education: (Indian context in relation to the introduction of constitutional articles, regulations and laws prior to 1972) salient features of Stockholm conference (1972), UNESCO-UNEP IEEP (1975), Inter-governmental conference EE (1977), Brundlandt commission(1985), Montreal protocol (1987), Earth summit (1992), Rio +5 (1997), World summit(2002), Kyoto protocol (2005) and Tbilisi+30 (2007)
- c) Environmental Philosophy: based on Buddhism, Jainism, Hinduism, Islam, Christianity and Sikhism (Any three

events/parables/religious practices based on scriptures to be dealt with the above mentioned religions)

- d) Concept of pollution in context to loss of energy.

UNIT II: ENVIRONMENTAL SITUATIONS AND ISSUES

(8 Lectures)

(Meaning, Causal factors, Effects and Remedies)

- a) Climate change, Ozone Depletion, Pollution of the Oceans, Loss of Bio-diversity and Energy crisis.
- b) Impact of Environmental pollution- physical, psychological, Social and economic life of an individual.

UNIT III: EDUCATION FOR SUSTAINABLE DEVELOPMENT

(8 Lectures)

- a) Sustainable Development: Meaning, Need and Sustainable practices (Measures to be taken at the Governmental and Individual level)

- b) Sustainable Environmental Management (Meaning, Significance and Process)
 - (i) Rain water Harvest
 - (ii) Solid waste Management
 - (iii) Mangroves Management

UNIT IV: APPROACHES TO THE TEACHING OF ENVIRONMENTAL EDUCATION (6 Lectures)

- a) Co-relation of Environmental Education with school subjects
- b) Integrating Environmental Education through Curricular activities and Co-curricular activities.

UNIT V: ENVIRONMENTAL MOVEMENTS, PROJECTS AND LAWS (8 Lectures)

- a) Movements: Chipko and Raleganj Siddhi (Anna Hajare)
- b) Projects: Tiger Project and Ganga action plan.
- c) Laws of conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Practical work to be done at college level (tentative) - (Any one activity) (6 Lectures)

- a) Vermi composting
- b) Greening Institutions
- c) Paper recycling
- d) Conservation of water
- e) Conservation of energy
- f) Market survey

5 - GUIDANCE AND COUNSELLING

UNIT I: CONCEPT OF GUIDANCE (8 Lectures)

- a) Meaning, Nature & functions of guidance
- b) Principles of guidance
- c) Need of guidance at various stages of life
- d) Types of guidance:
 - i. Educational Guidance - Meaning and need at Secondary and Higher Secondary level.
 - ii. Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - iii. Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

UNIT II: COUNSELLING (12 Lectures)

- a) Concept of Counselling
- b) Theories of Counselling:
 - i) Theory of Self (Rogers)
 - ii) Rational Emotive Behavioral Therapy (Albert Ellis).
- c) Types of Counselling: Directive, Non directive, Eclectic.
- d) Process of counselling (Initial disclosure, in depth exploration and Commitment to action)
- e) Skills in counselling (Listening, Questioning, Responding, Communicating)
- 1. Role of teacher as a Counsellor and professional ethics associated with it.

UNIT III: TESTING AND NON TESTING DEVICES FOR THE STUDY OF AN INDIVIDUAL (10 Lectures)

- a) Tests: Intelligence, Aptitude, Attitude, Interest, Achievement and Personality.
- i) Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.

UNIT IV: JOB ANALYSIS AND OCCUPATIONAL INFORMATION (8 Lectures)

- 1. Job analysis: Concept and need
- 2. Job satisfaction: Concept and factors affecting job satisfaction
- 3. Relation between job analysis and job satisfaction
- 4. Concept of Occupational Information & Sources of Collection

- e) Career Counselling and Dissemination of Occupational Information

UNIT V: CONTEMPORARY ISSUES IN SCHOOL GUIDANCE (5 Lectures)

- a) Dealing with substance abuse, grief, relationship, depression and academic stress (with regard to their identification and intervention)

PRACTICAL WORK: (Any One)

- a) Make a study of the guidance services available in any one school. Prepare a report
- b) Make a study of a guidance centre. Prepare a report
- c) Interview a school counsellor to find the problems faced by students in the present context.

6 - INCLUSIVE EDUCATION

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (8 Lectures)

- a) Concept, Need and Meaning
- b) Philosophy: Transition from segregation to inclusion
- c) Principles
- d) Models

- c) Types and Use of Assistive Devices for learners with SEN
- d) Adaptations & Accommodations: Physical & Curricular

UNIT II: SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNERS IN INCLUSIVE SCHOOL (11 Lectures)

- a) Identification of diverse needs of SEN learners and Referrals
- b) Disabilities in children and their SEN : Hearing Impairment, Visual Impairment, Low Vision, Orthopedic , Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities

Unit III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOLS (8 Lectures)

- a) School Readiness and School transition
- b) Individualized Educational Plan (IEP): Development & Implementation
- c) Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching, Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning
- d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

UNIT IV: LEGISLATION, EMERGING ISSUES AND CURRICULAR CONCERNS (8 Lectures)

- a) Legislations for Inclusive Education: National Policy of Disabilities 2006
- b) Sarva Shiksha Abhiyan (SSA) (2002)
- c) Educational Concessions and Facilities
- d) Continual Education Programmes
- e) National Institutes for Rehabilitation of Disabled

UNIT V: FACILITATORS FOR INCLUSIVE EDUCATION (8 Lectures)

- a) Need for Multidisciplinary Approach
- b) Role Responsibilities: General, Special and Resource
- c) Teachers, Family, Community
- d) Parent - Professional Partnership: Need and Relevance

7. INTERNATIONAL EDUCATION

UNIT I: INTERNATIONAL EDUCATION (8 Lectures)

- a) Concept of International Education
- b) Objectives of an International Education
- c) Need and Importance for International Education
- d) International Baccalaureate Organization (History, Purpose and Functions)

UNIT II: EDUCATION SYSTEMS IN DIFFERENT COUNTRIES (8 Lectures)

With reference to an Overview of Educational Objectives and Structure

- a) USA
- b) UK
- c) Australia
- d) Singapore

UNIT III: WTO, GATS AND EDUCATION (6 Lectures)

- a) Introduction to WTO & GATS
- b) Education as a Service under WTO & GATS
- c) Implications of GATS on Education in general and with specific reference to India.

UNIT IV: TEACHING IN THE DIVERSE WORLD (12 Lectures)

- a) Catering to Diversity
 - i. Concept of Multicultural Education
 - ii. Global Perspectives in the Classroom
 - iii. Challenges faced by a Teacher in a Multicultural World
- b) Teaching for a Sustainable and Equitable World
 - i. Paulo Freireian thoughts on Education
 - ii. Millennium Development Goals

UNIT V: TEACHER IN INTERNATIONAL EDUCATION (8 Lectures)

- a) Teaching Overseas
- b) Licensing and Certification of Teachers
- c) Qualities and Skills for Teaching on the International Circuit
- d) Professional Development Avenues – through educational Networking, student/teacher exchange (reciprocal) programs, schools linking

PRACTICAL WORK

- a) Project Work on any aspect related to International Education.
- b) Visit to an IB or International School and Preparation of a Report.
- c) Study and prepare a report of recent or ongoing international projects in schools involving India and other countries
- d) Prepare lesson plans infusing global perspectives through school subjects

PAPER – V

SPECIAL METHODS

ENGLISH METHOD

UNIT I: FUNDAMENTALS OF LANGUAGE (14 Lectures)

- a) Importance of English in a Multi-lingual Society
- b) Factors Affecting Language Learning: Physical, Psychological and Social
- c) Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- d) Method and Approaches: Direct Method, Communicative Approach, and Constructivist Approach (Co-operative Learning and Learning in Network)
- e) Intra Inter correlation: Prose, Poetry, Grammar and Composition History, Geography, Mathematics, Science, Economics and Commerce
- f) Principles and Maxims of Language teaching..

UNIT II: LANGUAGE ACQUISITION INSIDE /OUTSIDE THE CLASSROOM (12 Lectures)

- a) Listening: Concept, Characteristics of Real Life Listening
- b) Speaking: Concept, Techniques of Teaching Pronunciation, Stress, Intonation and Voice Modulation.
- c) Reading: Concept, Methods (Phonic, Whole Word, Shared Reading Big

Books, Talking Books), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).

- d) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)
- e) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

UNIT III: ASPECTS OF LANGUAGE TEACHING (8 Lectures)

- a) Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
- b) Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
- c) Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)

UNIT IV: LEARNING RESOURCES (4 Lectures)

- a) Computer Assisted Language Learning (CALL)
- b) Library

UNIT V :

a) THE ENGLISH TEACHER

(1 Lectures)

- i. Qualities of an English Teacher
- ii. Professional Growth

b) DIAGNOSTIC AND REMEDIAL TEACHING

(4 Lectures)

- i. Identifying Learning Difficulties in Language
- ii. Dealing with Language Difficulties of the Learner

- iii. Organizing and Conducting Supportive Teaching Activities

UNIT VI: PEDAGOGY

(6 Lectures)

- a) Lesson Planning
- b) Instructional Objectives and Specifications
- c) Integration of Core Elements
- d) Evaluation of Textbook

Note: Only for Practical Not to be Evaluated in Examinations

HISTORY

UNIT I: PLACE AND IMPORTANCE OF HISTORY IN THE SCHOOL CURRICULUM AND LIFE

(10 Lectures)

- a) Concept of History
- b) Place of History as a Core Subject (with reference to Commissions & NEP)
- c) Objectives of teaching History at Secondary and Higher Secondary Level
- d) Values of teaching History.
- e) Scientific Approach to teaching History (Concept based teaching & Generalization based teaching)

UNIT II: CURRICULUM ORGANIZATION AND ANALYSIS

(10 Lectures)

- a) Approaches to Curriculum Organization
 - i. Concentric Approach
 - ii. Chronological Approach
 - iii. Regressive Approach
- b) Textbook Analysis
 - i. Characteristics of a good History Text Book.
 - ii. Critical Analysis of a History Text Books (std V to XII) (only for practical and not for theory examination)

- c) Pedagogical Analysis In Relation To Core Elements as given in the NEP (for practical work and not for theory examination)

- i. Unit Analysis
- ii. Instructional Objectives and Specifications
- iii. Activities and Procedures
- iv. Evaluation Techniques

UNIT III: ESSENTIALS OF TEACHING THE SUBJECT

(10 Lectures)

- b) Maxims of Teaching (Known to Unknown, Simple to Complex, Concrete to Abstract)
- c) Correlation with other School Subjects: Geography, Literature, Mathematics, Economics, Science and Craft
- d) Methods of Teaching (Concept, Procedure, Advantage & Limitations)
- e) Story Telling
- f) Discussion
- g) Dramatization and Role play
- h) Project
- i) Source Method

- j) Social Inquiry
- k) Cooperative Learning (think-pair share, brainstorming, three-step interview, roundtable etc.)
- a) Co-curricular Activities (Concept, Importance and Organization)
 - i. History Club
 - ii. Field Trips
 - iii. Celebrations of Local and National Festivals
 - iv. Observation of National and International Days

UNIT IV: LEARNING RESOURCES (6 Lectures)

- a) (Importance, uses and limitations)
 - i. Print Media – Newspaper, Books, Magazines
 - ii. Visual – Maps, Models, Time- line, Graphs & Artifacts
 - iii. Auditory – Radio and Recorder
 - iv. Audio- Visual- Television and Films
 - v. Multi- Media – Computers (online and offline)
 - vi. Museum
- b) History Room – Concept, Need, Equipment & Maintenance

UNIT V: THE HISTORY TEACHER (10 Lectures)

- a) Qualities and Professional Growth of the History Teacher
- b) Challenges faced by the Teacher in present day context
- c) Developing Global perspectives through History Teaching (Concept, Need, Ways and Teacher Skills)
- d) Diagnostic Testing and Remedial Teaching

Practical work

- a) Critical Analysis of a History Textbook of different Boards (Std V to XII)
- b) Pedagogical Analysis of any unit in the History Syllabus (Std. V to XII)
- c) Preparation of Instructional Material for Teaching of History
- d) Group Project (any format of presentation) on the Local History (History, Culture) of any place.

Note: Only for Practical Not to be Evaluated in Examinations

GEOGRAPHY

UNIT I: PLACE AND IMPORTANCE OF GEOGRAPHY IN CURRICULUM AND LIFE (7 Lectures)

- a) Nature and Scope (Physiography, Economic Geography, Human Geography, Political Geography, Cartography, Urban Geography, Anthropogeography and Agricultural Geography) of Geography.
- b) Aims of Teaching Geography – Practical, Social and Cultural, Economic, National Integration and International Understanding.

- c) Place of Geography in the present School Curriculum (NPE 1986 onwards).

Unit II: METHODS OF TEACHING (9 Lectures)

(Concept, Procedure, Advantages and Limitations of the following methods)

- a) Journey
- b) Regional
- c) Comparative
- d) Project

- e) Lecture cum Demonstration
- f) Story telling
- g) Cooperative Learning – think-pair-share, three step interview, simple jigsaw and numbered heads together
- h) Problem based Approach

UNIT III: ESSENTIALS OF TEACHING THE SUBJECT (7 Lectures)

- a) Maxims of Teaching – Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General, Analysis to Synthesis, Empirical to Rational.
- b) Correlation with other School Subjects – Economics, History, Literature, Science, Mathematics, Craft.
- c) Scientific Approach to Teaching of Geography.
- d) Understanding Maps – Map reading and Map filling.
- e) Importance and Organization of Co-curricular Activities – Club, Field Trips, Current Events, Museums.

UNIT IV: CURRICULUM ORGANIZATION AND ANALYSIS (10 Lectures)

- a) CURRICULUM AND TEXTBOOKS
 - iv. Organization of Content – Concentric Approach, Topical Approach (Advantages and Limitations)
 - v. Essential Characteristics of a Geography Textbook
 - vi. Importance of Handbook for Teachers
 - vii. Critical Analysis of a Textbook (Std V-XII) (only for practical work and not for examination)
- b) PEDAGOGICAL ANALYSIS IN RELATION TO CORE ELEMENTS, NPE 1986 & VALUES
 - i. Unit Analysis

- ii. Instructional Objectives and Specifications
- iii. Activities and Procedures
- iv. Evaluation Techniques

Note: Only for Practical Not to be Evaluated in Examinations

UNIT V: LEARNING RESOURCES & THE GEOGRAPHY TEACHER (12 Lectures)

- a) EQUIPMENTS AND RESOURCES
 - i. Instructional Materials and Teaching Aids:
 - o Visual – Chalkboard, Charts, Pictures, Graphs, Maps, Globes, Models, Specimens and Atlas.
 - o Auditory – Radio, Recorders.
 - o Audio-Visual – Television, Filmstrips,
 - o Multimedia - Computers (Online and Offline).
 - o Books on Travel (Travelogues).
 - ii. Geographical Information System.
 - iii. Planetarium, Nature Park
 - iv. Geography Room – Need, Equipments, Maintenance.
- b) THE GEOGRAPHY TEACHER
 - i. Qualities and Qualifications
 - ii. Professional Growth
 - iii. Challenges faced by a Geography Teacher
 - iv. Developing Global Perspectives through Geography Teaching (Concept, Need, Importance and Ways)

Diagnostic Testing and Remedial Teaching

SCIENCE

UNIT I: PLACE OF SCIENCE IN THE CURRICULUM (6 Lectures)

- a) Meaning and Nature of Science.
- b) Values of teaching Science.
- c) Science as a core subject (with reference to N.E.P)
- d) General objectives of teaching Science at Secondary and Higher Secondary level.
- e) Co-relation of Science in the Curriculum: Internal & External.

UNIT II: PEDAGOGICAL ANALYSIS (6 Lectures)

- a) In relation to Core Elements as given in NEP 1986: -
 - i. Unit Analysis
 - ii. Instructional Objectives and Specifications
 - iii. Activities and Procedures
 - iv. Evaluation Techniques.

(Only Practical Work. No Theory Questions to be asked in the Examination on Part 'A'.)

- b) Developing Global Perspectives in Science teaching: -
 - i. Meaning and Concept of Global Perspectives.
 - ii. Need of Global Perspectives.
 - iii. Infusing Global Perspectives in the Curriculum.

UNIT III. METHODS AND APPROACHES TO TEACHING OF SCIENCE (16 Lectures)

- a) Maxims of Teaching: -
 - i. Simple of Complex
 - ii. Whole to Part
 - iii. Empirical to Rational

- iv. Concrete to Abstract
- v. Known to Unknown
- vi. Particular to General

- b) Approaches -
 - i. Disciplinary Approach
 - ii. Integrated Approach
- c) Methods of Teaching -
 - i. Lecture cum Demonstration
 - ii. Laboratory
 - iii. Project
 - iv. Problem solving
 - v. Inductive, Deductive, Inducto-deductive
 - vi. Heuristic

(Each Method should also highlight Processes of Science viz. – Heurism, Analysis, Synthesis, and Scientific Inquiry.)

Unit IV: LEARNING RESOURCES (10 Lectures)

- a) Importance and Organization of Science Clubs.
- b) Visits, Excursions, Science Exhibitions and Science Fairs.
- c) Importance and Setting up of Science Laboratories.
- d) Importance of Mobile Laboratories and Improvised Apparatus.
- e) Importance of Support Material: -
 - i. Criteria of a good Textbook of Science.
 - ii. Reference Material: - Encyclopedias, Newsletters & Magazines.
 - iii. Online and Offline Resources.

UNIT V: THE SCIENCE TEACHER (6 Lectures)

- a) Need & Types of Professional Growth
- b) Issues in Science Education: -
 - i. Incidental Science Education – Concept and Role of the Science Teacher, Opportunities for Incidental Learning.
 - ii. Non Formal Science Education – Concept, Role and Activities to be organized for Non Formal Learning.
 - iii. Globalization and Science Education – Concept of Globalization, Contribution of Science Education to Globalization.
 - iv. Environmental Degradation and Science Teaching – Concept of Environmental

Degradation, Activities to be organized to promote Environmental Up-gradation.

- c) Diagnostic Testing & Remedial Teaching.

ACTIVITIES: -

A Minimum of **Two** of the following Activities to be performed and a File of Activities conducted to be maintained and certified.

- i. Critically analyze any **One** Textbook of Science.
- ii. Attend an Orientation Program on the preparation of Instructional Material and prepare an Instructional Material for teaching **One** Topic in Science.
- iii. Conduct at least **One** Experiment from the Science Syllabus. (This can be combined with Simulated Lessons.)

MATHEMATICS

UNIT I: NATURE OF MATHEMATICS (8 Lectures)

- a) Meaning and Nature of Mathematics.
- b) [Branches of Mathematics (Pure and Applied) Nature of Mathematical Statements – Axioms and Postulates, Language of Maths, Logic, Intuition, Induction, and Deduction].
- c) Values of teaching Mathematics in Curriculum and in Life.
- d) Correlation of Mathematics - Internal and External.
[External Subjects- Language, Science, History, Geography, Economics, Commerce, Drawing, Music]
- e) Concept of Vedic Mathematics.
- f) Contributions of Mathematicians- Aryabhatta, Bhaskaracharya, Eculid Pythagoras and Ramanujan.

UNIT II: PEDAGOGICAL ANALYSIS (2 Lectures)

(IN RELATION TO CORE ELEMENTS AS GIVEN IN NEP 1986)

- i. Unit Analysis.
- ii. Instructional Objectives and Specifications.
- iii. Activities and Procedures.
- iv. Evaluation Techniques.

(Compulsory practical work. No theory questions to be asked in the examination.)

Unit III: METHODS AND APPROACHES TO TEACHING OF MATHEMATICS (20 Lectures)

- a) Maxims of teaching Mathematics
 - ii. From Known to Unknown.
 - iii. From Simple to Complex.
 - iv. From Particular to General.

- v. From Concrete to Abstract.
 - vi. From Whole to Part.
 - b) Methods of teaching Mathematics
 - i. Inductive – Deductive.
 - ii. Analytic – Synthetic.
 - iii. Lecture cum Demonstration.
 - iv. Problem Solving.
 - v. Project.
 - vi. Laboratory.
 - vii. Programmed Learning.
 - c) Techniques of teaching Mathematics
 - i. Assignments.
 - ii. Drill work - Oral and Written.
 - iii. Cooperative Learning.
 - d) Support Technology
 - i. 2 D: Charts, Boards (all types), Cutouts, Pictures, Graphs.
 - ii. 3D: Models, Objects, Abacus.
 - iii. Electronic mode :
 - o Calculators – When and How to Use Calculators in Mathematics.
 - o Internet – Teaching and Learning of Mathematics.
- UNIT 4: CURRICULUM AND TEXTBOOK OF MATHEMATICS (4 Lectures)**
- a) Approaches to Curriculum Construction- Topical and Concentric.
 - b) Qualities of a good Mathematics Text Book.
 - c) Critical Evaluation of Mathematics Textbook (V to XII)[For any syllabus[i.e. Maharashtra State Board, ICSE, CBSE, IB, IGSE]
- [Compulsory Practical Work. No theory questions to be asked in the examination]**
- UNIT 5: STRATEGIES FOR INDIVIDUAL DIFFERENCES AND CO-CURRICULAR ACTIVITIES IN MATHEMATICS (8 Lectures)**
- a) Diagnostic Testing and Remedial Teaching for:
 - i. Gifted Learners
 - ii. Slow Learners
 - iii. Learners with Dyscalculia
 - b) Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.
 - c) Importance and Organization of Mathematics Club. (Objectives and Structure)
 - d) Recreational Activities of Mathematics Club:
 - (i) Mathematics Fairs;
 - (ii) Games
 - (iii) Quiz
 - (iv) Puzzles
 - (v) Visits
 - (vi) Talks

Appendix 4-e

B. Ed Honours Programme

I	MANDATORY COURSES	CREDITS
	I) Oral Communication Skills	3
	II) Poster Preparation Course	2
	III) Sex Education	1
II	COMMUNITY WORK (20 hrs)	4
III	ADULT EDUCATION	1
IV	OPTIONAL COURSES (any 2)	
	A) Fine Arts (Duration : 10 hrs)	
	i) Calligraphy (compulsory)	3
	(any 1)	
	ii) Warli painting	
	iii) Candle making	3
	iv) Jewellery making	
	v) Glass painting	
	B) Social Issues (Duration : 10 hrs) (any 1)	
	i) Women's Empowerment	
	ii) Right To Information	3
	iii) Anti – ragging	
V	BOOK – REVIEW	5
		TOTAL : 25 Credits

GRADING

23-25 Credits A Grade

20-22 Credits B Grade

Outline of Certificate Course in Guidance and Counseling

- | | |
|--|-------------------|
| I. <u>Skill Development:</u> | 4 Sessions |
| ■ Personal Counseling skills | |
| ■ Counseling Skills | |
| ■ Communication Skills | |
| ■ Feedback Skills | |
|
 | |
| II. <u>Psychological Development:</u> | 4 Sessions |
| ■ Motivation/Building Self-Esteem | |
| ■ Leadership in Education | |
| ■ Teacher Profile | |
| ■ Stress Management | |
|
 | |
| III. <u>Intervention Strategies:</u> | 4 Sessions |
| ■ Team Building | |
| ■ Rational Emotive Theory | |
| ■ Transactional Analysis | |
| ■ Conflict Management | |
|
 | |
| IV. <u>Effective Parenting:</u> | 2 Sessions |
| ■ Know Your Child | |
| ■ Handling Your Adolescent | |
|
 | |
| V. <u>Practicum:</u> | 1 Session |

Outline of Certificate Course in Health-Care Ethics

I. Introduction to Health care Ethics

- Introduction to the course
- Medical Ethics and its underlying principles 4 Sessions
- Ethical issues related to Abortion
- Amniocentesis and issues concerned

II. Ethical issues in the field of Medicine

- Organ Donation and Transplantation
- HIV-AIDS 4 Sessions
- In-Vitro Fertilization and Contraception
- Euthanasia

III. Concerns and Measures

- Child Abuse and Child Labour
- Cloning (Therapeutic and Reproductive) 3 Sessions
- Legal aspects of Child Abuse and Women Abuse

IV. Practicum 2 Sessions

(The teacher trainees will take up a research project in the areas concerned)

Appendix 4-h

Outline of Certificate Course in Yoga

SR.NO.	YOGASANA
Session No:1	Karadarshan, Netrasnan, Pranakarshan Vajrasan, Padmasan, Mulbandha Jaladhauti, Kapalbhati
Session No:2	Prarthana- Meaning, Aahar, Ashwani mudra, Ganesh dhauti, Bramha mudra (3 types).
Session No:3	Namanmudra, yoga mudra-122. Ujjai, omkar.
Session No:4	Shitali, shitalakari, Vayusar, Yam ki janakari.
Session No:5	Agnisar, uddayan, Niyam ki janakari.
Session No:6	Jalaneti, shankha prakshalan Asanas.
Session No:7	Details with general information on kriyas asanas
Session No:8	Asanoki janakari, utthit padasan Cycling, pawan muktasan
Session No:9	Halasan, sarwangan, Matsyasan, kandharasan.
Session No:10	Naukasan (4types) dhanurasan. Kaichi, bhujangan Shalabhasan
Session No:12	Surya Namaskar, tratak Shawasan
Session No:13	Gayatri & Omkar
Session No:14	Ushtrasan, ardhamatsyendrasan Paschimottanan
Session No:15	Gomukhasan, Akarnadhanurasan

Appendix 4-i

SUPERVISION CHECKLIST

Name : _____ Subject _____

Roll No. _____ Lesson No. _____ Class : _____

I. SET INDUCTION (Tick Mark)

Analogy, Anecdotes, Audio-Visual Aids, B. B. Work, Demonstration, Posing Intriguing Problems, Story, Use of Basic Knowledge, Use of Past Skills.

Any Other : _____

Relevant to the teaching unit Yes / Partly / No

Aim made clear Yes / Partly / No

Suggestions : _____

II. STIMULUS VARIATION (Tick Mark)

Techniques		Teaching Aids	
Demonstration	Model Reading	Black Board	Models
Dramatisation	Model Recitation	Charts	Pictures
Experiments	Narration	Diagrams	R.B.B.
Explanation	Questioning	Maps	R.B.B.

Any Other : _____ Any Other : _____

Suggestions : _____ Suggestions : _____

III. QUESTIONING

Types (Tally Mark) : Lower Order :

Middle Order :

Higher Order :

Adequacy (Tick Mark) Few / Sufficient / Too Many

Fluency (Tick Mark) Good / Average / Poor

Faulty Questions (Tally Mark and note down questions)

Changing Form of Question

Mannerism of Questioning

Difficult Question

Question not relevant to the content

Double-Barrelled Question

Repetition of Question

Easy Question

Suggestive Question

Echo Question

Vague Question

Elliptical Question

Yes / No Question

Grammatical Error in Question

Overall rating of Questions : Very Good / Good / Average / Poor / Very Poor

Suggestions : _____

IV. RESPONSE TO PUPILS' ANSWERS AND REINFORCEMENT

Correct Answers (Tally Mark)

Correct Exactly Excellent Good

Right That's right Very Good Yes

Partially Correct Answers (Tally Mark)

No Indication

Verbal Indication

Further Questioning of pupils

Further Questioning of other pupils

Further Questioning of other pupils and then questioning of the first pupils

Incorrect Answers (Tally Mark)

Gentle Indication

Harsh Remark

Mocking

No Indication

Handling of Pupil's Answers (Tick Mark) : Very Good / Good / Average / Poor / Very Poor

Suggestions : _____

CLASSROOM INTERACTION (Tick Mark)

	Excessive	Adequate	Insufficient
Teacher - Class	_____	_____	_____
Teacher - Student	_____	_____	_____
Student - Student	_____	_____	_____
Student - Teacher	_____	_____	_____

Suggestions : _____

CLOSURE (Tick Mark)

Recapitulation	Application
At the end of the lesson	At the end of the lesson New Situation (name it) Reason
Black Board Summary	Discussion Sectional
Crossword	Dramatisation Similar examples & cases
Oral Questioning	Experiment
Sectional	Map Work
Core Elements	

Any Other : _____ Any Other : _____

Suggestions : _____ Suggestions : _____

II. BLACKBOARD WORK (Tick Mark)

Handwriting : —	Very Good / Good / Average / Poor / Very Poor
Summary : —	Adequate / Too Brief / Too Lengthy
—	Developed by the responses of the pupils
—	Contributed by the teacher
—	Developed during the lesson
—	Developed at the end of the lesson
Well Organised —	Yes / Partly / No

Suggestions : _____

III. CLASSROOM MANAGEMENT (Tick Mark)

Discipline : —	Self-maintained / Very Good / Good / Average / Poor
Teacher's Voice —	i) Clarity : Very Good / Good / Average / Poor
	ii) Volume : Audible / Inaudible
	Too Loud / Loud / Moderate / Soft

X. MANNERISMS (Tally Mark)

Playing with chalk	Repeating Answers	Saying "okay"
--------------------	-------------------	---------------

Any Other : _____

Suggestions : _____

X. Plan implementation (Tick Mark)

Extent to which :	Very Good	Good	Average	Poor
Objectives were kept in view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives were realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest was created in the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils were involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher came prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher showed Mastery of the method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher showed Mastery of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language was used properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher created rapport with the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remarks : _____

Signature of the Supervisor

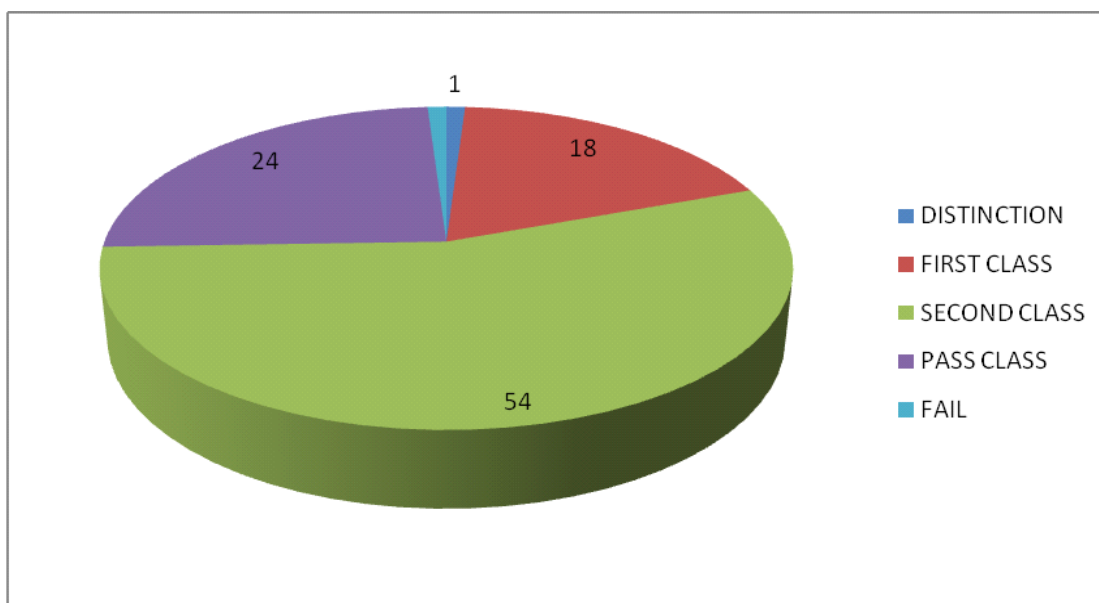
Appendix 4-j

Sample of Student Feedback on Faculty

STUDENT FEEDBACK FORM						
NAME OF STAFF MEMBER: _____						
INSTRUCTIONS: Put a tick in the appropriate column against each question given below.						
EX VG GD SATIS POOR						
Sr.No.	QUESTIONS	EX	VG	GD	SATIS	POOR
I	Classroom Teaching					
1.1	Do you understand the lectures delivered by the teacher?					
1.2	Does the teacher have clarity of speech while delivering the lecture?					
1.3	Is the teacher well prepared with the content she teaching?					
1.4	Does the teacher use adequate teaching aids? (O.H.P etc)					
1.5	Are the lectures interesting and creative?					
1.6	How would you rate the teachers in terms of coverage of the syllabus?					
1.7	Does the teacher relate theory with reality while explaining?					
1.8	Does the teacher encourage interaction in class? (i.e discussion & questions)					
1.9	Does the teacher respond positively to your queries and clarify doubts?					
1.10	Is the teacher able to maintain classroom discipline?					
II	GUIDANCE OF MACRO LESSONS					
2.1	Does the teacher have adequate content knowledge of the subject?					
2.2	Does the teacher suggest new creative ideas which could be incorporated in the lesson?					
2.3	Does the teacher motivate students to do better each time?					
2.4	Does the teacher have a good rapport with students during guidance & clarify their doubts?					
2.5	Does the teacher make himself adequately available for students when providing guidance for practice lessons?					
2.6	Does the teacher encourage students to come up with their own innovative ideas in the writing of their plans?					
III	SUPERVISION OF LESSONS					
3.1	Is the teacher punctual for supervision of macro lessons?					
3.2	Is the teacher fair in her observation of practice lessons?					
3.3	Does the teacher provide detailed and constructive feedback in the checklist?					
3.4	Does the teacher appreciate the good performance & suggest ways to overcome weakness in a practice lesson?					
IV	CO-CURRICULAR ACTIVITIES					
4.1	How would you rate the teacher in planning & organising co - curricular activities?					
4.2	Does the teacher motivate pupils actively to participate in co - curricular activities?					
V	INTERPERSONAL RELATIONS					
5.1	Is the teacher available for solving your difficulties outside class hours?					
5.2	Does the teacher have a friendly attitude & behaviour towards students within and outside class?					
5.3	Does the teacher take any special effort by way of helping the weaker students?					
5.4	Is the teacher open to suggestions?					
5.5	Does the teacher maintain professional relations with colleagues?					
VI	Do you have any suggestions about the teacher? (We will appreciate constructive suggestions for improvement in teaching of this particular teacher.					
VII	You are also encouraged to remark on the goodness of the course the difficulties you faced the weakness you observed and the suggestions for improvement.					

Appendix 4-k

University Results for 2008-09



Distinction and 3rd rank in the University

Mathew Leya Ajay

Ist First Class

- 1 Arakal Manju David
- 2 Aranha Sunita Rina Eusebio
- 3 Coutinho Mary Angel
- 4 David Mallika Abimalek
- 5 Dharavi Jenifer Leo
- 6 Fernandes Sweety Paul
- 7 Fernandes Velanie Lester
- 8 Kale Kirtida Shridhar
- 9 Kurisinkal Margrate Methreenj
- 10 Mathias Reshma Robert
- 11 Mendonca Alrene Edwin
- 12 Pereira Pramila Dolphus
- 13 Pereira Suzy-Anne Mckoy
- 14 Sequeira Olbina Richard
- 15 Shaik Fouzia B Iyaz Ahmed
- 16 Singh Poonam Parvat
- 17 Upadhyay Anu Bindhyabasani
- 18 Xavier Shalion Francis

Second Class

- 1 Aguiar Jasabel Vernon
- 2 Alva Antonette Anthony
- 3 Annie Mercy Susai
- 4 Bolleddu Pranitha Joseph Dilip
- 5 Correa Brinel Anthony
- 6 D'abreo Cedrica George
- 7 D'costa Josephine Camil
- 8 D'silva Sandra John
- 9 D'souza Malita Noil
- 10 Ekka Avila Angelus
- 11 Fernandes Alessia Anslem
- 12 Fernandes Bhavna Richard
- 13 Fernandes Concessio
- 14 Fernandes Nita Agnelo
- 15 Fernandes Veronica Augustin
- 16 Fernando Josephine Prince
- 17 Francis Vandana Dhaniram
- 18 Gonsalves Mary Anthony
- 19 Jabitha Nainar
- 20 Jacinto Smita Audey

21	Jambhale Pournima Dinesh	54	Kardile Tejashri Dattatray
22	Khan Zunnera Basheer		Pass Class
23	Khoja Laila Mohammedali	1	Adyal Sneha
24	Kongari Anita Junas	2	Chimminikkatti Shanti Varkey
25	Memon Zafrin Mohd Hanif	3	Fernandes Ayesha Adeline
26	Menezes Lisette Roland	4	Fernandes Diana John
27	Miranda Virgina Nazareth	5	Fernandes Renita Valencia
28	Mishra Maheshwari Ramrang	6	Fernandes Venezia Francis
29	Myrna Mabel Alex	7	Gaikwad Archana Dinkar
30	Patil Manisha Suhas	8	Gupt Mamtadevi Murli
31	Pereira Crystal William	9	Kamble Smita Ashok
32	Pimenta Martina Jimmy	10	Kasbe Margaret Shyam
33	Pinto Chriselda Ernest	11	Macwan Pratima Kanubhai
34	Porthurkitten Jenny Varghese	12	Mane Shaktidevi Kashninath
35	Powar Shalini	13	Mezhukkanel Diana Jimmy
36	Rizvi Nilofer Zafar	14	Noreen Silvester
37	Rodrigues Roma Constancio	15	Patil Radhika Sakhamam
38	Sadani Sneha Ashok	16	Patil Rupali Jaiprakash
39	Shaikh Niloofer Gulam Mohamad	17	Pereira Nelecia Benjamin
		18	Rokade Jyoti Atish
40	Singara Swinder Kaur	19	Tirkey Neelam Nathaniel
41	Singh Preeti Dinesh	20	Uma Thangavelu
42	Singh Sheshank Chhabiraj	21	Dalvi Sunita Murlidhar
43	Sutari Carol George	22	Dalmet Lalita Bastiao
44	Thorat Vinisha Madhukar	23	Kedare Megha Hiranman
45	Upadhyay Shweta Brahmadeo	24	Jagtap Sonali Jibhau
46	Vaidya Beneetha Rajaram		
47	Verma Sangeeta Harindranath		Failed
48	Mothegar Sunita Patrick	1	Kambale Priyanka Shankar
49	Saldanha Sushma Stephen		
50	Gawande Meera Ramchandra		
51	Tuscano Smita Roshan		
52	Valvi Harshali Tukaram		
53	Bankar Veena Gunderao		

Appendix 4-I

St. Teresa's Institute of Education
Santacruz (West),
Mumbai -4000 54.

Performance Feedback Questionnaire

Q1: Do the teacher-trainees provide student-centered teaching-learning in schools?

☐

Yes

☐

No

Q2: How effective are the teaching-aids and strategies used by teacher-trainees in raising the motivational levels of the pupils at school?

☐

Very Effective

☐

Moderately Effective

☐

Lack Impact

Q3: Are the teacher trainees able to maintain a conducive work environment with the teachers of your school?

☐

Yes

☐

No

Q4: Suggests areas of interest in which our faculty could organize seminars and workshops for your school?

FOR TEACHERS

☐

Innovative Teaching techniques in Maths

☐

Creativity

☐

Leadership Skills

FOR STUDENTS

☐

Stress Management

☐

Environmental Issues

☐

Constructivism

☐

Co-operative Learning

Any Other (Please Specify): _____

Q5: Do you prefer teachers trained St. Teresa's Institute of Education?

☐

Yes

☐

No

Q7: List down special traits that you witness in the teachers trained by St. Teresa's Institute of Education.

Q8: In what areas could we better equip out teacher-trainees to meet your needs?

☐

Effective Class Control

☐

Inter-Personal relations

☐

Optimal Use of School Resource

- ☐ Self-Esteem
- ☐ Enhanced Quality of Teaching

Any Other (Please Specify): _____

Q9: Would you like to avail of our library facilities?

- ☐ Yes ☐ No

Q10: Would your librarian, staff, students like to use the instructional material (C.A.I Packages, Teaching-aids, and Encyclopedias) available at our college?

- ☐ Yes ☐ No

Q11: Are our teacher-trainees capable of dealing with the teaching-learning of the differently-abled students?

- ☐ Yes ☐ No

Q12: Would you like to participate in the campus interviews held in our college?

- ☐ Yes ☐ No

Q13: In which ways can there be mutual exchange of resources (**Human and Physical**) between your school and our institution?

- ☐ Use of expertise of college faculty
- ☐ Teachers from your school giving model lessons to our teacher trainees
- ☐ Teacher trainees as apprentices for the school teachers during practice teaching

Q14: Give details of the teachers trained at St. Teresa's Institute of Education and are employed with your school.

Name of the Student	Year of passing B.Ed	Teaching subjects

Abbreviations

B.Ed	Bachelor of Education	OHP	Over Head Projector
D.Ed	Diploma in Education	LCD	Liquid Crystal Display
M.Ed	Master of Education	UNESCO	United Nations Educational Scientific Cultural Organisation
M.Phil	Master of Philosophy		
NET	National Eligibility Test	IGNOU	Indira Gandhi National Open University
SET	State Eligibility Test		
IQAC	Internal Quality Assurance Cell.	CBSE	Central Board of Secondary Education
STIE	St Teresa's Institute of Education		
SWOT	Strengths Weakness Opportunities Threats	DACEE	Department of Adult & Continuing Education and Extension
NPE	National Policy on Education		
CAI	Computer Aided Instruction	CAP	Centralised Assessment Procedure
ITP	Information Technology Project		
APY	Anna Poorna Yojana	LMC	Local Management Committee
SWS	Survey of Women's Studies	LIC	Local Inquiry Committee
PEC	Population Education Club	NCTE	National Council for University Libraries
SUPW	Socially Useful Productive Work		
FIAMC	Federation International des Association de Me decins Catholoques	AYJNIHH	Ali Yavar Jung National Institute for re Hearing Handicapped
		CFL	Compact Fluorescent Lamp
HEAT	Health and education Trust	SOUL	Software for University Libraries
NGO	Non- Governmental Organisation	INFLIBNET	Information and Library Network
REAP	Reach Education Action Programme	LAN	Local Area Network
		AMC	Annual Maintenance Contract
MS-CIT	Maharashtra State Certification in Information Technology	NT	Nomadic Tribe
		OBC	Other Backward Castes
IB	International Baccalaneate	SC	Scheduled Caste
NSS	National Service Scheme	ST	Scheduled Tribes
NCC	National Cadet Corps	BOG	Board of Governance
CET	Common Entrance Test	MBO	Management by Objectives
UGC	University Grants Commission	MBWA	Management by Wandering Around
CAM	Concept Attainment Model		
ITM	Inquiry Traning Model	TAQ	Teacher Assessment Questionnaire
IEP	Individualised Education Programme		
ABE	Archdiocesan Board of Educ.	AIACHE	All India Association for Christian Higher Education