

Annual Quality Assurance Report (AQAR)

For the Academic Year 2016 - 2017

Of

St. Teresa's Institute of Education



S.V. Road, Santacruz (West)

Mumbai - 400 054

Tel. 2649 0252

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Website: www.sti-edu.in

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

1. Details of the Institution

1.1 Name of the Institution

St. Teresa's Institute of Education

1.2 Address Line 1

S.V. Road, Santacruz (w)

Address Line 2

-

City/Town

Mumbai

State

Maharashtra

Pin Code

400 054.

Institution e-mail address

stie73@gmail.com

Contact Nos.

022-26490252

Name of the Head of the Institution:

Dr. Sr. Tanuja Waghmare

Tel. No. with STD Code:

022 26490252

Mobile:

9869501261

Name of the IQAC Co-ordinator:

Dr. Sheela Philip

Mobile:

9821253255

IQAC e-mail address:

stieiqac@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

MHCOTE10247

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

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

1.5 Website address:

www.sti-edu.in

Web-link of the AQAR:

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

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

1.6 Accreditation Details

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

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

13.06.2003

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

2016-17

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

i. AQAR 2015 – 16 submitted to NAAC as on 08.07.2015.

1.10 Institutional Status

University State ☐ Central ☐ Deemed ☐ Private ☐

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☐

Autonomous college of UGC Yes ☐ No ☐

Regulatory Agency approved Institution Yes ☐ No ☐

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

Type of Institution Co-education ☐ Men ☐ Women ☒

Urban ☒ Rural ☐ Tribal ☐

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

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

1.11 Type of Faculty/Programme

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

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

Others (Specify)

Education

1.12 Name of the Affiliating University (for the Colleges)

Mumbai

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

Autonomy by State/Central Govt. / University ☐

University with Potential for Excellence

-

UGC-CPE

-

-

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

2. IQAC Composition and Activities

2.1 No. of Teachers	5 teachers + 1 Co-ordinator		
2.2 No. of Administrative/Technical staff	1(Principal) + 1 Clerical staff		
2.3 No. of students	-		
2.4 No. of Management representatives	1		
2.5 No. of Alumni	-		
2. 6 No. of any other stakeholder and community representatives			
2.7 No. of Employers/ Industrialists	-		
2.8 No. of other External Experts	2		
2.9 Total No. of members	11		
2.10 No. of IQAC meetings held	4		
2.11 No. of meetings with various stakeholders:	No.	18	Faculty 10
Non-Teaching Staff /Students	5	Alumni 3	Others -
2.12 Has IQAC received any funding from UGC during the year?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, mention the amount	Rs. 3,00,000 (2012 – 2017)		

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- Organising a talk-show on CCE in collaboration with the alumni teaching at different schools affiliated to the different boards.
- Organising a Beach cleanup drive as part of the Swacchh Bharat Abhiyan campaign.
- Planning and executing activities to mark the celebration of significant days such as World Day for the disabled, World Earth Day and International Women's Day.
- Having regular meetings with the various committee heads to enhance the smooth organisation of various activities.
- Planning and Execution of the Honours Programme.
- Collaborating with alumni and involving them in various activities conducted by the college
- Devising and implementing models namely, ISI, EMIS, IDEA and EXCEL to transact the curriculum and step up quality standards in teaching, learning and evaluation.

2.15 Plan of Action by IQAC/Outcome.

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

	Plan of Action	Achievements
1	Preparation of the Academic Calendar.	Both curricular & Co curricular activities were conducted in keeping with the projected plan. (Annexure I)
2	Outlining the Honours programme for the academic year with activities to be included & credits to be awarded for each.	It was a great success. The programme will be continued over the next academic year and students will be graded on the basis of credits scored and certificates awarded.
3	Formation of committees for organizing various curricular/ co-curricular activities throughout the year.	This ensured smooth execution of activities, fostered shared responsibility and team work.
4.	Identifying and contacting resource persons for various sessions to be organized as part of the Honours programme.	Refer Annexure II for details of activities conducted
5.	A visit to Mani Bhavan, Tarapur wala Aquarium, Discovery of India.	The visit was conducted on the September 30, 2016 and helped to appreciate the varied cultural and historical heritage of Mumbai.

6	Motivating faculty to prepare for their CAS and submit their PBAS/ orienting them to the procedure for preparing /format for submission	1 Assistant Professor from Grade 3 to Grade 4, 1 Assistant Professor from Grade 2 to Grade 3 1 Assistant Professor from Grade 1 to Grade 2.
7	Informing faculty about Faculty Development Programmes and making arrangements for them to attend the same.	Dr. Cerena D'Cunha & Librarian, Mrs Shakuntala Nighot attended a Refresher Course in Human Rights (ID) conducted from December 12 th to December 31 st , 2016 at the UGC Academic Staff College, University of Mumbai. Dr. Sr. Tanuja Waghmare attended a Refresher and Short-term course at Pune.
8	Talk by psychologist and counselor, on Personality Development & Counseling	Conducted by Fr. Patrick D'souza on the April 4-5, 2016 at St Teresa's Institute of Education, and was attended by 100 students and faculty.
9	Talk by Spiritual introspection and Recollection	Conducted by Fr. Jude Ferreira on the January 3, 2017 at St Teresa's Institute of Education, and was attended by 100 students and faculty.
10	Movie review	Faculty and all 100 students watched the Movie Pink at PVR Cinema Phoenix Market City on October 4, 2016. Reflection on the movie had to be presented in groups, by each student.
	Management Day Celebration	September 23, 2016, marked the <i>inter-institutional celebration</i> hosted by the institutions under the Management of St Teresa's Society. On this day St Teresa's Convent High School, St Teresa's Junior College, St Teresa's Special School and St Teresa's Institute of Education came together to express the deep gratitude they felt towards the Management. This was a fresh move where all the institutions were asked to jointly celebrate this occasion.
	Teacher Day Celebration	September 3, 2016, was a day of fun and frolic for teachers and teacher-trainees at St Teresa's Institute of Education. Elaborate expressions of respect and love were made through dance, song, speeches, cards and so on.
11	Sustaining the M.A. Education Course as a contact centre for the same under the Distance Education Programme of IDOL, University of Mumbai.	The college introduced the M. A. Education course this year and students registered at STIE as their contact centre. All the faculty members conducted lectures in different subjects and a summary of the same is provided in Annexure III .
12	Initiating the 360° online feedback for all stake-holders	Feedback forms for different categories of stakeholders ranging from students, alumni, parents and employers were successfully uploaded on the IQAC website. Data obtained was analysed so as to make recommendations to enhance the quality standards of the institution. A feedback proforma was specially drawn up to evaluate the opinions of the M.A. Education students about the quality of instruction provided.
11	Literacy Programme, Social Work etc	Self sustaining SUPW workshop: on trainable skills that can be learnt according to one's aptitude and interest through peer-mentoring:- Collage Work, Origami, Calligraphy, Twilling (paper quilling roses). Embroidery & Puppet making.
	Women's Day Celebration	Lawyer Dr. Sharmila Ghuge, Assistant Professor of Jitendra Chauhan College of Law, Vile Parle, spoke to the students on legislations pertaining to women and the social scenario on March 8, 2017.

2.15 Whether the AQAR was placed in statutory body Yes No

Management ☒ Syndicate ☐ Any other ☒ ☐ ☐

Provide the details of the action taken

- Submitting Proposals for planned Seminars
- Identifying/contacting resource persons
- Motivating faculty to work towards their professional development
- Orienting faculty about the procedure and guidelines for applying for promotion under the UGC CAS.
- Preparation of the Academic calendar.
- Planning of the Honours Programme.
- Formation of committees for organising various curricular/co-curricular activities (**Annexure IV**)
- Planning of Seminars/Workshops at the Institutional level
- Contacting alumni working in schools affiliated to the different boards of education for the talk-show on Continuous Comprehensive Evaluation.
- Sustaining the M.A. Education course and extending services to students from 2nd year M.A Education.
- M.Ed course application, Scrutiny and approval received.

Criterion – I

Curricular Aspects

1.1 Details about Academic Programmes

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

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

Pattern	Number of programmes
Semester	2 : Credit Based Semester and Grading System.
Trimester	
Annual	

1.3 Feedback from stakeholders* (On all aspects)

Alumni ☒ Parents ☒ Employers ☒ Students ☒

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

***Please provide an analysis of the feedback in the *Annexure(V)* (This year feedback from employers and co-operating schools.**

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

Yes. (as prescribed by UGC Norms)

- ✓ One of the staff members Mrs. Reshma Rodrigues was a member of the committee appointed to revise the 2 year B.Ed course which is to be introduced in keeping with NCTE norms (CBCS pattern) and was actively involved in drafting the curriculum for the same. She was also the convener of the committee for the revision of the syllabus for the paper of Assessment for Learning.
- ✓ All faculty members were appointed on the syllabus revision committees for the different subjects of the 2 year B.Ed course and attended their respective syllabus orientation meetings held by the University.

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

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

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	7	2	-	

2.2 No. of permanent faculty with Ph.D.

7

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
07	02	01	-	-	-	-	-	08	02

2.4 No. of Guest and Visiting faculty and Temporary faculty

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

No. of Faculty	International level	National level	State level
Attended	-	2	NIL
Presented papers	-	2	NIL
Resource Persons	NIL	NIL	NIL

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

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

- **I (INTRODUCTION TO THE CONTENT):** Every topic in the curriculum begins with providing information and knowledge to the trainees to introduce them to the content. This is done through faculty lectures, books recommended for additional reference and lecture notes to provide students with a guideline of what has been covered in class. They are also provided with technology based resources like related

websites offering advanced information and the personal subject blogs of each faculty member. This allows them to post their queries and views or engage in intellectual deliberation

- **S (SUPPLEMENTARY ACTIVITIES):** This phase aims at offering students a broad **VIEW** to the different topics of the syllabus so as to promote enrichment of the teaching-learning process, making it an enjoyable experience. At the start of each academic year every faculty member is encouraged to reflect on the diverse activities which could be conducted in the subject assigned to her. This exercise encourages the use of the multisensory approach in transacting the curriculum making it contextualized and multidimensional. The categories of activities included in the plan that ensues are as under:
- ✓ **V (Visits):** Students are taken on educational visits and excursions to places that cater to furthering their understanding of theoretical perspectives, such as Special Schools, The Discovery of India, Mani Bhavan, The Nehru Planetarium, The Nehru Science Centre and the Homi Bhabha Centre for Science Education.
- ✓ **I (Inquiry Based Learning):** This is encouraged through the use of co-operative learning techniques, the case-study approach, group discussions, debates and seminar presentations. These techniques serve to garner the critical thinking and logical reasoning skills of students transforming them from passive recipients of knowledge to active participants in the learning process.
- ✓ **E (Experiential Learning):** This endeavour ranges from providing students a first-hand encounter with experts coming from various fields of specialization to talk-shows, symposia and panel discussions as well as surveys, community work and personal interviews with academicians. The host of activities help students gain from the rich and relevant knowledge and expertise of these professionals. It also includes events such as tree plantation drives, Participating in inter-collegiate festivals, cultural programmes, enactment of role-plays based on the philosophy of 'Experience is the best teacher'.
- ✓ **W (Workshops):** This is based on the principle of 'Learning by doing'. Workshops are conducted by the faculty and experts to orient students to technical topics in the syllabus such as 'Writing Objectives and Specifications', 'Lesson planning', 'Preparing a Blue-Print', 'Research Methodology', 'Computer Aided Instruction' and 'Statistical Analysis of Test Results'. This activity based learning approach culminates in the preparation of projects which empowers students with the

confidence of not only mastering the concept but more importantly fosters group learning skills.

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

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

F.Y.B.Ed: 193 days

S.Y.B.Ed: 238 days

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

- ✓ The Institution follows a system of Double Valuation wherein students are offered 2 attempts at the first Terminal and Preliminary Examinations. The average of their 2 performances are then computed for purpose of objective evaluation.
- ✓ Open Book Exam : It carries 10 marks and is a part of the internal assessment. Through this exercise the analytical skills of the students are put to the test. They are given a case study which they have to analyze and justify with the help of theoretical content in their text books.

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

1 (Curriculum Restructuring)

6 (Syllabus Revision)

2.10 Average percentage of attendance of students

90%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed Sem III	49	15	21	7	-	-

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

- ✓ The students' performance at essays, examinations and class tests is periodically reviewed and analysed at the IQAC meetings. Learners in need of peer assistance and remedial instruction are identified. Tutorials are conducted for those students who consistently show poor performance in a given subject.
- ✓ Faculty members are constantly encouraged to use participatory and constructivist teaching approaches to enhance the quality of instruction and make learning an enjoyable experience.
- ✓ The mentor-ward system has been initiated by the IQAC. Each faculty member serves as a mentor to 7 students assigned to her. The mentors guide the students in their academic work as well as assist them with the personal difficulties they may encounter during the course. Each mentor in turn conveys the timely progress of the students in her group to the IQAC.

2.13 Initiatives undertaken towards faculty development

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

2.14 Details of Administrative and Technical staff

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

Criterion – III

3. Research, Consultancy and Extension

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

- Encouraging and deputing faculty to attend Research Methodology Workshops.
- Encouraging faculty to publish Research based papers in National/ International Journals.
- Undertaking Minor Research projects by faculty/Pursuing Post Doctoral Research.
- Screening of Research Proposals being submitted to the University.
- Encouraging faculty to publish books based on the findings of their doctoral studies and permitting them to utilise the facilities and resources available in the institution for the same.
- Organising paper reading sessions by faculty members who have completed their Ph.D.
- Conducting workshop for students to develop their Research competencies.
- Sensitizing students towards under privileged group of society by providing opportunities like Community work, Outreach programmes. They are also encouraged to take up extension project of Department of Life Long Learning and extension.

3.2 Details regarding major projects

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

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	1	-	-	-
Outlay in Rs.	32000/-	-	-	-

3.4 Details on research publications:

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

3.5 Details on Impact factor of publications: (**ANNEXURE VI**)

Range Average h-index Nos. in SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects (other than compulsory by the University)	-	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number		-	-	-	
Sponsoring agencies		-	-	-	

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

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

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

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

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

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

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

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

3.22 No. of students participated in NCC events:

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

3.23 No. of Awards won in NSS:

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

3.24 No. of Awards won in NCC:

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

3.25 No. of Extension activities organized

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

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

- Students also rendered 1 week of community service at orphanages, old age homes, schools for the mentally challenged and other centres for the less fortunate.
- The Institution also organized an Outreach programme as part of the X'mas celebration wherein students visited centres for the less privileged and organized events, distributed gifts/toiletries/ stationery articles) with the inmates to spread/usher in the spirit of X'mas.
- The students organized a charity drive wherein utility articles which were not being used in their homes and in good condition were assembled and made available to the less fortunate and under privileged people from the neighboring slums. This activity helped to recycle unused articles which can be of utility to another.
- Students enacted street plays depicting themes of environmental obligations and issues of social relevance each year to bring about community awareness regarding the importance of responsible citizenship.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

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

4.2 Computerization of administration and library:

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

In addition, the library provides the following services

- Online Public Access Catalogue for Library Users
- Book Bank
- Bibliographic Databases/Catalogues
- Content Alert Service
- Book Displays & Exhibitions
- New Arrivals Display

- Library Orientation
- NLIST & E-resources Awareness Program
- Library Blog
- Inter Library Loan
- STIE Journal articles Database
- Reference Services
- Back years Question Papers
- Reprographic services
- Home Lending
- Reading Room
- Guest Membership
- Free Internet Facility

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

4.4 Technology up gradation (overall)

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

Library Blog is created

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

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

4.6 Amount spent on maintenance in lakhs :

i) ICT	0
ii) Campus Infrastructure and facilities	0
iii) Equipments	0
iv) Others	-
Total :	0

Criterion – V

5. Student Support and Progression

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

- Orienting students to the Honours Programme/Activities to be conducted/ credits to be awarded. (Details provided in the data sheet to record Best Practices).
- Organising a Talent Search programme to identify student potential/talent/creativity prior to election of the student council.
- Election of the Student Council
- Informing students about the grievance redressal facility for those who encounter personal/career related problems.

5.2 Efforts made by the institution for tracking the progression

- ✓ Staff mentors to monitor student progress through regular assignments, projects, activities.
- ✓ Faculty meetings to deliberate on/discuss/evaluate students' progress at timely intervals to ensure ongoing, continuous & regular assessment.
- ✓ Organising peer tutoring/remedial teaching for students who encounter difficulties in understanding various subjects.
- ✓ 360°online feedback mechanism to constantly obtain and analyse feedback from the different stakeholders and upgrade institutional performance in a bid to enhance quality standards.
- ✓ Training students to write and maintain reflective journals to document their internship experiences and activities.
- ✓ Continuous Mentoring regarding the objective of internship, assignments.
- ✓ Relevance of Drama & Art in Education and its effective integration.

5.3 (a) Total Number of students

50	-	-	-
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(b) No. of students outside the state

05

(c) No. of international students

00

No	%
-	-

Men

No	%
100	100

Women

Last Year 2015 – 16						This Year 2016 – 17					
General	SC	NT/ SBC	OB C	Physically Challenged	Total	General	SC	ST/ NT	OBC/ SBC	Physica lly Challen ged	Total
44	2	1	2/1	0	50	48	0	0	2	0	50

Demand ratio

--

Dropout %

0

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

NIL

No. of students beneficiaries

-

5.5 No. of students qualified in these examinations

NET

-

 SET/SLET

-

 GATE

-

 CAT

-

IAS/IPS etc

-

 State PSC

-

 UPSC

-

 Others

-

5.6 Details of student counselling and career guidance

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

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
19	50	40%	0

5.8 Details of gender sensitization programmes

- Celebration of Women's Day through value based assemblies, role plays, street plays and charts depicting gender awareness. An Eminent Resource person was called to sensitize students on issues faced by women in society.
- Students were taken for the movie PINK, which was based on problems faced by women in society. It changed their perspective of looking at various sides of women

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

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

5.11 Student organised / initiatives

Fairs: State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

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

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

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

OUR VISION

STIE stands for “SENSITIVE TOLERANT INNOVATIVE EDUCATION”

MISSION STATEMENT

“Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in Education.”

6.2 Does the Institution have a Management Information System

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

- **INCOMING INFORMATION** is obtained through the online feedback mechanism and can be categorized as under:
 - 1. Feedback obtained from the students** on the activities and events both curricular and co-curricular organized by the college as well as assessment of the faculty in terms of their proficiency and efficiency. This is done through the TAQ and Exit Point Questionnaire uploaded on the IQAC website.
 - 2. Feedback from the alumni** on the extent to which the institution has contributed to their development and growth. This information constitutes the Alumni Database form.
 - 3. Feedback from parents regarding their satisfaction quotient in terms of the quality of the B.Ed course.**
 - 4. Feedback from employers** regarding their opinions and ratings of student teacher efficiency, behaviour and value systems. This information composes the Employer Satisfaction Survey.

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

- **OUTGOING INFORMATION** involves the use of different web spaces and e-resources to create a broad based forum for popularizing the institution, its faculty and programmes.
- 1. **Websites:** The College displays its Vision/Mission statements and objectives as well as the credentials and areas of expertise of the faculty on its main website. In addition the institution has created add-on sites on which detailed description of ongoing activities and upcoming events are popularized.
- 2. **Blogs:** Each faculty member has a personal subject related blog for the purpose of providing a forum for interaction and discussion of academic issues as well as to enhance the quality of teaching-learning.
- 3. **Annual Quality Assurance Reports** uploaded on the institution's website provide an overall view of achievement of the institution's goals in keeping with pre-determined objectives for a given academic year. This enables timely quality updates of the gradual and steady ascent of the college on the ladder of progress.
- 4. **E-magazine** prepared by the students is sent out to alumni and the extended Teresian family **in a bid to stay connected across the globe. It features the highlights of the year's happenings and projects the future plans of the institution.**

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

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

6.3.1 Curriculum Development

- ✓ The college follows the curriculum prescribed by the University of Mumbai to which it is affiliated.
- ✓ One of the staff members Mrs. Reshma Rodrigues was a member of the committee appointed to revise the 2 year B.Ed course which is to be introduced in keeping with

NCTE norms (CBCS pattern) and was actively involved in drafting the curriculum for the same. She was also the convener of the committee for the revision of the syllabus for the paper of Assessment for Learning.

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

Table 1.2

A Sample of the Contextualised Curriculum

Contextualized Curriculum 2016-17

Sr. No.	Name of the subject	Activities
1	Childhood and Growing Up	-Talk on cybercrime and the misuse of social networking sites in the context of adolescents and children
2	Contemporary India and Education	Performing Street Plays on Empowering the Marginalized
3	Understanding Disciplines and School Subjects	Talk show on Understanding various disciplines
4	EPC - 1	Watching a Play
5	English Method	Facilitating the proper use of English language with the help of language laboratory
6	Science Method	Cleanliness Drive at Juhu Beach Visit to a Virtual Laboratory
7	Mathematics Method	Workshop on Vedic Maths
8	History Method	Workshop on investigative methods Projects on issues related to history teachers and students

9	Knowledge and Curriculum	Workshop on teaching Aids: subject wise
10	Learning and Teaching	A talk on Motivation and Problem Solving skills in student-teachers.
11	Assessment of Learning	-Workshop on preparing the Blue Print -Project on The Unit Test -Workshop on Preparing Rubrics -Debate Series on 'We the Teachers' on topics like No Detention Policy
12	EPC - 2	Workshop on Street Play by Mr. Alpam Salve

6.3.2 Teaching and Learning

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

6.3.3 Examination and Evaluation

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

6.3.4 Research and Development

- Faculty members regularly attend National /International seminars and present papers for their professional development. A summary of this is provided in **Annexure VI**
- One faculty member was awarded the Ph.D degree.
- One faculty member completed a Minor research grant by the University of Mumbai.

6.3.5 Library, ICT and physical infrastructure / instrumentation

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

6.3.6 Human Resource Management

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

In Addition :-

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

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

Post Responsibilities:

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

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

Industry Interaction / Collaboration

- ✓ The college also conducts a Certificate course in Yoga in collaboration with Ambika Yoga Ashram to foster mental health and well being of students.
- ✓ The All-Mumbai Intercollegiate festival Planit-E served to network with 46 educational institutions across the city in a bid to create environmental awareness. It brought together representatives of NGOs, media and the corporate sector too to interact and deliberate on critical issues relating to the quality of the environment. (Details provided I the data sheet to record Best Practices).
- ✓ As a part of the Community service programme the Institution networks with several organizations across the city working towards the cause of the underprivileged and

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

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

Admission of Students

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

Welfare schemes for:

Teaching	-
Non teaching	-
Students	(SC/ST)

Total corpus fund generated Nil

6.6 Whether annual financial audit has been done ✓ Yes No

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

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

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

For UG Programmes Yes - No ✓

For PG Programmes Yes - No -

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

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

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

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

Activities and support from the Alumni Association

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

Activities and support from the Parent – Teacher Association

NIL

Development programmes for support staff

NIL

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

- **Use of Electricity:** Conservation of resources is the guiding principle at STIE. The tube-lights in all the rooms have been replaced with energy-conserving CFL lights. No room (not even the principal's office) other than the computer laboratory and the conference room have Acs installed. This is a conscious decision. The windows and fans provide sufficient ventilation and light. The college has installed rotating wall fans and additional ceiling fans to ensure better air circulation in the main lecture hall. Students and staff are careful to switch off fans and lights when not in use.
- **Segregation of Garbage:** Organic wastes are segregated and put into a 31ermin-pit that helps in the creation of compost. This compost is used to enhance the growth of the plants and trees growing around the campus.
- **Tree Plantation Drive:** the college organized a tree plantation drive wherein the teacher trainees planted saplings around the campus. This endeavour served to make the premises eco-friendly and instilled in the students a sense of responsibility toward their role in conserving the environment.

Criterion – VII

7. Innovations and Best Practices

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

- **Collaboration :**
 - ✓ The institution has established linkages with several organizations in conducting sessions by resource persons on various areas of expertise. It conducted a **Certificate course in Yoga in collaboration with Ambika Yogashram.**
 - ✓ Students completed 1 week of **community service** in several organizations/centres for the underprivileged orphanages, old age homes, homes for destitute and street children.

- **Competencies**

The Honors Programme caters to the all round development of students providing them with opportunities to exhibit/develop their potential / creativity in the cognitive,

affective & psychomotor domains. (Details provided in Annexure XI and in the data sheet to record Best Practices).

➤ **Value based Assemblies**

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

➤ **360° Degree Feedback**

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

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

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

Both curricular & Co curricular activities were conducted in keeping with the projected plan. (Annexure I)
The Honours Programme was a great success.
Appointment of faculty on various curricular and co-curricular committees ensured smooth execution of activities, fostered shared responsibility and team work.
Various sessions for student and faculty development were conducted by resource persons from different disciplines through the year. Refer Annexure II for details of activities conducted.
Faculty placement under the CAS of UGC was processed. 1 lecturer submitted her application for promotion from stage 3 to stage 4, 1 lecturer from stage 2 to stage 3 and 1 lecturer from stage 1 to stage 2.
Feedback forms for different categories of stakeholders ranging from students, alumni, parents and employers were successfully uploaded on the IQAC website. Data obtained was analysed so as to make recommendations to enhance the quality standards of the institution.

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

✓ Honours Program: *Refer Annexure VIII and IX.*

✓ **The SPAM (Stereotypes and Prejudices Awareness Mastery) Model**

Societies that we live in have their own stereotypes and prejudices. These stereotypes have their roots in the cultural settings and practices that groups of people adapt for long periods of time. Thus, stereotypes are intangible but they reflect the ideologies of a group of people that co-exist, for the larger good of all.

Over the years we have seen communities have transitioned from being barbaric groups to more refined and progressive ones. So we see that several stereotypes, prejudices and practices that were deeply inter-twined into a community structure have now been shunned as an evil practice (e.g. Sati, child marriage).

Since, stereotypes cause deep divisions and inequalities within a society, St. Teresa's Institute of Education has created the SPAM model which aims at creating a society free of stereotypes and prejudices.

We have identified that if teacher-trainees are sensitised using this model, they could then use this utopian value in the lessons that they deliver.

The long-term goal of this SPAM model will be achieved when our students share this ideology in the various schools and classrooms they would teach in the years to come.

Thus we at STIE aim at creating a multiplier effect of values mastered using this SPAM model. We intend to build a stereotype and prejudice-free society.

Various teaching-learning techniques could be used for the mastery of the model. In 2016-2017, our students conducted a research on Stereotypes using a standardised tool. The sample were students from across several schools in Mumbai.

7.4 Contribution to environmental awareness / protection

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

7.5 Whether environmental audit was conducted?

Yes

☐

No

☒

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

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

- **With regards to Infrastructure:** The students were appreciative of the clean campus, good building, pleasant ambience, comfortable seating arrangement and good technological support. They cited the lack of internet facilities as a weakness, the Principal has now made available free internet to the students and staff. The computer in the main lecture hall is also internet enabled to facilitate interactive web-based teaching learning.
- **With regards to Curriculum:** The all round development and spirit of secularism were listed as strengths by many students. As a weakness the students complained of the heavy curricular schedule. This of course, can be streamlined but activities cannot be excluded because the college wishes to give the best possible learning experiences and a broad exposure to the students within the one year duration of the course.
- **With regards to Teaching-learning:** The students said the good guidance given to them for their practice lessons as well as the need-based seminars and workshops together with the innovative teaching methods were the strengths of the Institution. Lack of proper time management was cited as a grievance by most students.
- **With regards to Management:** the students were very grateful to both the teaching as well as non-teaching staff for their helpfulness, efficiency and good interpersonal relations. They complained about the strict discipline that is expected of them at St Teresa's Institute of Education. They were also unhappy about the insistence on attendance. However, these are essential to enforce because the trainees have to be groomed towards being regular and punctual since the same will be expected of them in their schools and places of work.

8. Plans of the institution for the next year

The prospective plan of activities to be conducted during the Academic year 2017-2018:

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

Name of the Coordinator, IQAC: - Dr. Mrs. Sheela Phillip

Name of the Chairperson, IQAC : Dr. Sr. Tanuja Waghmare

ANNEXURE I

St. Teresa's Institute Of Education

Academic Calendar 2016 - 2017

Month	Events
JUL - 16	College Re-opens
	Explanation of the Unit Test Project & Preparation of Blue Print
	Lesson Planning
	Workshop on Objectives & Specifications
	Simulated Lessons
	Yoga Course
	FEAST OF MOUNT CARMEL/Guidance & Counselling Course
	EID HOLIDAY
	Internship for Seniors/Management Day
	EPC Workshop
Aug - 16	Independence Day Celebrations
	First Round of Admissions
	Collaboration with Municipal schools/ICSE/CBSE/IGCSE
	Second Round of Admissions
	Inauguration for the Academic Year
	Orientation to the B.Ed Programme
	EPC Workshop/Lectures/Human Rights Seminar
Sep - 16	First Term Orientation to DLLE Programme
	Lectures
	Preparation for Teachers Day
	Talent Search
	Teacher's day celebration
	Content Test (V-VII)
	Group Discussion for Community Work/Love Feast
	Swachita Abhiyan (Anant Chaturdashi)
	Orientation for Book Review- Guidelines
	Student council elections
	Eliminations for Ms. Education Contest
	Community Service/Mid Term Break/Literacy Awareness Programme/Planit - E
	Tribal

Oct - 16	Lectures
	Essays
	St. Teresa's Feast celebrations
	Miss Education contest
	Content Test (VII-IX)
	Group Discussion for Community Work/Love Feast
	Essay
	Diwali Dhamaka
Nov - 16	College Re-opens
	Communtiy work
	Diwali Vacation/International Seminar
	Book Review Presentation/Class Test
Dec - 16	Tutorials and self study
	Class test (Prelims)
	First semester (University)
	Christmas Party/Christmas outreach
	Christmas vacation
Jan - 17	Orientation to Action Research Projects
	Shadowing of subject teacher/ Observation of School Activities
	Lectures
	Orientation to CAI
	Educational visits
	Activities of Honours Programme
	Submission of Action Research projects
	Lectures
	Movie Review
	Workshop on Drama & Art in Education
	Picnic
	UDAAN
Feb - 17	Campus interviews
	Lectures
	Annual Alumni meet
	Evaluation Project submission
	Theory lectures
	Singing Competition
	Essays
	SUPW Workshop
Mar - 17	Preparation for Annual Day

	Sports Day
<i>Apr - 17</i>	Prelims
	Observation of CAI/Lessons
	Preparation for university exams
	University Exam
	CAP (Centralised Assessment Programme)

ANNEXURE II

2016 - 17

Date	Activities
4 – 5/4/16	Workshop on Personality Development/ Counseling
5/10/2016	Workshop on Street Play
6/11/2016	Talk on Teacher Ethics and Professionalism
22/11/2016	Talk on Optimizing Strategies for Life.
03/01/2017	Recollection
12/01/2017	Talk on Marathi Bhasha Divas
08/03/2017	Talk on Legislations Pertaining to Women and Social Scenario
08/03/2017	Talk on Women Day
14/03/2017	Talk cum workshop on Drama and Art

ANNEXURE III

ST TERESA'S INSTITUTE OF EDUCATION

SUPERVISION TIME TABLE - for M.A Education Part I 2016 - 2017

Day / Date	Time/ duration	Subject	Faculty	Signature
1.12.2016	3.00 p.m - 7 p.m	Teacher Education	Dr. Cindrella D'mello	
Thursday	4 hrs			
3.12.2016	3.00 p.m - 7 p.m	Teacher Education	Dr. Cindrella D'mello	
Saturday	4 hrs			
4.12.2016	9.00 p.m - 1 a.m	Philosophy of Education	Dr.Mrs. Sheela Philip	
Sunday	4 hrs			
8.12.2016	3.00 p.m - 7 p.m	Research Methodolgy	Dr. Cerena D'cunha	
Thursday	4 hrs			
10.12.2016	3.00 p.m - 7 p.m	Psychology	Dr. Cerena D'cunha	
Saturday	4 hrs			
11.12.2016	9.00 p.m - 1 a.m	Philosophy of Education	Dr.Mrs. Sheela Philip	
Sunday	4 hrs			
15.12.2016	3.00 p.m - 7 p.m	Teacher Education	Dr. Joan Lopes	
Thursday	4 hrs			
17.12.2016	3.00 p.m - 7 p.m	Scociology of Education	Dr. Sr. Tanuja Waghmare	
Saturday	4 hrs			
18.12.2016	9.00 p.m - 1 a.m	Psychology	Dr. Giselle D'souza	
Sunday	4 hrs			

22.12.2016	3.00 p.m - 7 p.m	Research Methodolgy	Ms. Reshma Rodrigues	
Thursday	4 hrs			
5.1.17	3.00 p.m - 7 p.m	Research Methodolgy	Ms. Reshma Rodrigues	
Thursday	4 hrs			
12.1.17	3.00 p.m - 7 p.m	Research Methodolgy	Dr. Cerena D'cunha	
Thursday	4 hrs			
19.1.17	3.00 p.m - 7 p.m	Psychology	Dr. Cerena D'cunha	
Thursday	4 hrs			
22.1.17	9.00 p.m - 1 a.m	Scociology of Education	Dr. Sr. Tanuja Waghmare	
Sunday	4 hrs			
2.2.17	3.00 p.m - 7 p.m	Teacher Education	Dr. Joan Lopes	
Saturday	2 hrs			
9.2.17	9.00 p.m - 1 a.m	Psychology	Dr. Giselle D'souza	
Sunday	4 hrs			

ST TERESA'S INSTITUTE OF EDUCATION

SUPERVISION TIME TABLE - for M.A Education Part II 2016 - 2017

Day / Date	Time/ duration	Subject	Faculty	Signatu re
1.12.2016	3.00 p.m - 7 p.m	History of Education	Dr. Joan Lopes	
Thursday	4 hrs			
3.12.2016	3.00 p.m - 7 p.m	Economics	Dr. Cerena D'cunha	

Saturday	4 hrs			
4.12.2016	9.00 p.m - 1 a.m	Guidance & Counselling	Dr. Giselle D'souza	
Sunday	4 hrs			
8.12.2016	3.00 p.m - 7 p.m	Economics	Ms. Reshma Rodrigues	
Thursday	4 hrs			
10.12.2016	3.00 p.m - 7 p.m	History of Education	Dr. Joan Lopes	
Saturday	4 hrs			
11.12.2016	9.00 p.m - 1 a.m	Guidance & Counselling	Dr. Giselle D'souza	
Sunday	4 hrs			
15.12.2016	3.00 p.m - 7 p.m	Economics	Ms. Reshma Rodrigues	
Thursday	4 hrs			
17.12.2016	3.00 p.m - 7 p.m	Open & Distance	Dr.Mrs. Sheela Philip	
Saturday	4 hrs			
18.12.2016	9.00 p.m - 1 a.m	Open & Distance	Dr.Mrs. Sheela Philip	
Sunday	4 hrs			
22.12.2016	3.00 p.m - 7 p.m	Open & Distance	Dr.Mrs. Sheela Philip	
Thursday	4 hrs			
5.1.17	3.00 p.m - 7 p.m	Economics	Dr. Cerena D'cunha	
Thursday	4 hrs			
12.1.17	3.00 p.m - 7 p.m	Open & Distance	Dr.Mrs. Sheela Philip	
Thursday	4 hrs			
19.1.17	3.00 p.m - 7 p.m	Guidance & Counselling	Dr. Giselle D'souza	
Thursday	4 hrs			

22.1.17	9.00 p.m - 1 a.m	Guidance & Counselling	Dr. Giselle D'souza	
Sunday	4 hrs			
2.2.17	3.00 p.m - 5 p.m	History of Education	Dr. Cindrella D'mello	
Saturday	2 hrs			
9.2.17	9.00 p.m - 1 a.m	History of Education	Dr. Cindrella D'mello	
Sunday	4 hrs			

ANNEXURE IV

Function	Committee	Members	Writing of minutes
Administrative	Local Management Committee	Dr. Sr. Tanuja Waghmare Dr. Joan Lopes Dr. Sheela Philip	Dr. Sr. Tanuja Waghmare
	IQAC	Dr. Sr. Tanuja Waghmare Dr. Giselle D'Souza Dr. Sheela Philip Dr. Cindrella D'Mello Dr. Joan Lopes Dr. Sonia Nunes Dr. Cerena D'cunha	Dr. Giselle D'Souza
	Admission Committee	Dr. Sr. Tanuja Waghmare Dr. Giselle D'Souza Dr. Joan Lopes	Dr. Giselle D'Souza
	Research Cell	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Dr. Giselle D'souza Dr. Joan Lopes	Dr. Sr. Tanuja Waghmare (Action Research) Dr. Sheela Philip (Seminars and Workshops)
	Alumni Committee	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Dr. Cerena D'cunha Dr. Sonia Nunes Ms. Reshma Rodrigues	Ms. Sonia Nunes
	Grievance Redressal and Anti-Ragging Cell	Dr. Sr. Tanuja Waghmare Dr. Cindrella D'Mello Dr. Cerena D'cunha	Ms. Cindrella D'Mello (Anti-Ragging) Dr. Cerena D'cunha (Grievance Redressal)
	Infrastructure and E-Resources Committee	Dr. Sr. Tanuja Waghmare Dr. Sonia Nunes Dr. Cerena D'cunha Ms. Reshma Rodrigues	Ms. Sonia Nunes (Infrastructure and Maintenance) Dr. Cerena D'cunha (ICT)
	Library Committee	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Ms. Shakuntala Nighot

		Dr. Joan Lopes Ms. Shakuntala Nighot	
	Co-curricular	Dr. Sheela Philip	Dr. Sr. Tanuja Waghmare
	Placement Cell	Dr. Sr. Tanuja Waghmare Dr. Giselle D'souza Dr. Sonia Nunes Dr. Cerena D'cunha	Dr. Giselle D'souza
Academic (Curricular Activities)	Examination	Dr. Sr. Tanuja Waghmare Dr. Sr. Tanuja Waghmare Dr. Joan Lopes	Dr. Joan Lopes
	Time Table	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Dr. Cerena D'cunha	Dr. Cerena D'cunha (I/III) Dr. Sheela Philip (III/IV)
	Practice Teaching	Dr. Sr. Tanuja Waghmare Dr. Giselle D'souza Dr. Joan Lopes Dr. Cindrella D'Mello Dr. Cerena D'cunha	Dr. Joan Lopes (I/III) Ms. Cindrella D'mello/ Dr. Cerena D'cunha (II/IV)
	Extension Education	Dr. Sr. Tanuja Waghmare Dr. Cerena D'cunha Ms. Reshma Rodrigues	Ms. Reshma Rodrigues
	Teaching Aids	Dr. Sr. Tanuja Waghmare Dr. Cerena D'cunha Dr. Cindrella D'Mello Ms. Reshma Rodrigues	Dr. Sheela Philip
Academic (Co-curricular Activities)	Student Council	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Ms. Cindrella D'Mello
	Women's Development	Dr. Sr. Tanuja Waghmare Dr. Joan Lopes Dr. Cerena D'cunha	Dr. Joan Lopes
	Guidance and Counselling	Dr. Sr. Tanuja Waghmare Dr. Giselle D'souza Dr. Sonia Nunes	Ms. Sonia Nunes

	Social Service	Dr. Sr. Tanuja Waghmare Dr. Joan Lopes Ms. Reshma Rodrigues	Dr. Joan Lopes
	Environment Club	Dr. Sr. Tanuja Waghmare Dr. Cindrella D'Mello Dr. Giselle D'souza	Ms. Cindrella D'Mello
	Honours Programme	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Dr. Cerena D'cunha / Dr. Sheela Philip	Dr. Sheela Philip
	Magazine	Dr. Sr. Tanuja Waghmare Dr. Cerena D'cunha	Dr. Cerena D'cunha
	Health	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip	Dr. Sheela Philip
	SUPW	Dr. Sr. Tanuja Waghmare Dr. Sheela Philip Dr. Cindrella D'Mello Dr. Sonia Nunes Ms. Reshma Rodrigues	Ms. Reshma Rodrigues

ANNEXURE V

LINKS FOR ONLINE FEEDBACK FROM STAKEHOLDERS

Teacher Assessment Questionnaire for Each Staff : responses by students

Dr. Giselle D'souza :

https://docs.google.com/forms/d/1ad9eUVh2Tnp113VJGpmNX5DXUCc0ysl6YOc_7bb-FB8/viewanalytics

Dr. Joan Lopes

https://docs.google.com/forms/d/1fqg3gx_gGPcIRq0EXy_1hhzJEv5fVVlSVNqNUroJ5lM/viewanalytics

Dr. Sheela Philip :

https://docs.google.com/forms/d/1tDrRQPtCSrxupR5KgspC126vo_JrIACHxriOs4xDc7A/viewanalytics

Dr. Sonia Nunes :

<https://docs.google.com/forms/d/1hvr dmBnp61p3HPgAImIbsadESf0Qa7YX7bNJf6tphs/viewanalytics>

Mrs Reshma Rodrigues :

<https://docs.google.com/forms/d/1OlxmongaGNXbPFFu9BU6EVZr0L97Q8FxpOIEArWWo84/viewanalytics>

LINK FOR EXIT POINT QUESTIONNAIRE : 2015 – 2017 (responses)

<https://docs.google.com/forms/d/16cVsuu2LnBuF6O2WeSPi-Ig4QescAWaXJ3Oi5EVQFCw/viewanalytics>

Employer Satisfaction Form:

https://docs.google.com/forms/d/1SP1GZTIzL5VcAmwTl3_p3gkxwp1hmkWr_GkW7x6WIYw/edit#responses

ANNEXURE VI

SEMINARS/WORKSHOPS/CONFERENCES ATTENDED BY FACULTY 2016 - 17

THEME	ORGANISER	PAPER PRESENTED/ PUBLISHED	DATES/S	ATTENDED/ ORGANISED
NAME OF FACULTY: DR. GISELLE D'SOUZA				
NAAC sponsored National Level Inter – Disciplinary Conference on Innovative Practices : Pathways to Quality Assurance and Sustenance in Higher Education	Pillai College of Education & Research and Department of Education, University of Mumbai	From EXCEL to Excellence	21 st and 22 nd April 2016.	Attended
NAME OF FACULTY: DR.SHEELA PHILIP				
NAAC sponsored National Level Inter – Disciplinary Conference on Innovative Practices : Pathways to Quality Assurance and Sustenance in Higher Education	Pillai College of Education & Research and Department of Education, University of Mumbai	IDEA Model	21 st and 22 nd April 2016.	Attended
NAME OF FACULTY: DR.CERENA DCUNHA				
Language Across curriculum – A break away from conventional teaching.	Pushpanjali College of Education	English A Global Language – Its Use in India	11.02.2017	Attended

Refresher Course (ID) UGC Human Resource Development Centre, Univ of Mumbai	RUSA Sponsored Refresher Course (ID)	-	12.12.2016 – 31.12.2016	Attended
NAME OF FACULTY: MR.RESHMA RODRIGUES				
Researcher's Meet' Connect, Collaborate and Share.	IQAC Department of Education, University of Mumbai.Homi Bhaba Centre for Science Education, Tata Institute of Fundamental Research, Mumbai.	Academic Buoyancy of Secondary School students in relation to their Academic Motivation.	5.01.2017 – 6.01.2017	Attended
NAME OF FACULTY: MRS. SHAKUNTALA NIGHOT (LIBRARIAN)				
One Day Seminar on Human Rights by St Teresa's Institute of Education	National Rights Commission on Human Rights	-	6.08.2016	Attended
One day State Level Workshop on Advance Excel Hands on Training for Administrative Staff	IQAC Maniben Nanavati Women's College.	-	24.09.2016	Attended
Refresher Course (ID) UGC Human Resource Development Centre, Univ of Mumbai	RUSA Sponsored Refresher Course (ID)	-	12.12.2016 – 31.12.2016	Attended
One Day Workshop Basics of Referencing, Dept. of Education, University of Mumbai	Dept. of Education, Dept of Lib & Inf. Science, University of Mumbai	-	23.02.2017	Attended

***Published Papers in Journals by Dr. Sr. Tanuja Waghmare**

Sr No	Title with page nos.	Journal	ISSN/ISBN	Whether peer reviewed. Impact factor if any
1	A Study of the Self-Concept of the D.T.Ed Students (Pg 96- 101)	International Interdiscilplinary Research Journal May 2016	2249-9598	Impact factor 3.113
2	A Study of the Personality Traits of Student Teachers Pursuing Their B.Ed Course. (Pg 102-111)	Online International Interdiscilplinary Research Journal May 2016	2249-9598	Impact factor 3.113
3	A Glimpse into the prerequisites of composition writing (pp. 13155 – 13159)	International Journal of Recent Scientific Research August, 2016	0976-3031	Impact factor 6.86
4	A Study of the Reading and Study Habits of English Learners of Std VII	Educator Research Journal Vol III issue I March 2016	2455-0515	Peer Reviewed with impact factor 2.148
5	Language paves the way to writing Competencies (xxxxxxx)	International Journal of recent Scientific Research (September,2016	0976-3031	Impact factor 6.86
6	Rudiments of Essay Writing	Online International Interdisciplinary Research Journal Sep – Oct,2016	2249-9598	Impact factor 3.816
7	A study of the reading habits of the students of STDVII with respect to the English pp. 12895-12899	International Journal of recent Scientific Research August,2016	0976-3031	Impact factor 6.86

ANNEXURE VII

AQAR 2016-17(as on 31.3.2017 submitted 27.7.2017)

	31.3.16 No of Doc. Value		1.4.16-31.3.17 No of Doc. Value added in Rs.		Total No of Doc. Value in Rs.	
School Text Books	1935	-	21		1956	31,737
B. Ed. books and Reference Books	9245	-	167		9412	-
E-books (Access of Through NLIST) 97000+	97000+	5000/ Year since 2011	97000+	5750	97000+	Total Rs. 30,750 (From June 2011)
E-Journals (Access of Through N-list) 6000+	6000+		6000+		6000+	

Periodicals Titles (Total=Jr+Mag (Subscribed + Free))	22+7=31	9370	22(Subscri ption Renewal)		22+4=26	16,456
Digital Database	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	NA	1(Library catalogue in SOUL	
Excel Databases	Total 6	NA	Entries are added every year for current issues		Total 6	NA
	1.Article Database				1.Article Database	
	1.Action Research catalogue				1.Action Research catalogue	
	1.CAI catalogue				1.CAI catalogue	
	1.Ed. Eval. Project catalogue				1.Ed. Eval. Project catalogue	
	1.Journal Catalogue				1.Journal Catalogue	
	1.Bound Volume Catalogue				1. Bound Volume catalogue	
AV Material: CD & VCD's	221	-	19	-	240	-
CAI CDs	Eng: 221	NA	265	NA	Eng: 322	NA

	His: 202				His: 251	
	Maths: 156				Maths: 236	
	Science 149				Science 184	
	Total: 728				Total: 993	
Action Research	475	NA	85	NA	560	NA
Evaluation Projects	History-29	NA	3	NA	History-31	NA
	English-9				English-10	
	Science-15				Science-15	
	Maths-24				Maths-24	
	Total: 77				Total: 80	
Question Papers 1)University Exams 2)College Exams	April 2007- Dec 2015	NA	Yearly added New QP	NA	April 2007-Dec 2016	NA

ANNEXURE VIII

Honours Programmes 2015-17																							
Roll No	(2015-2017) Names	Soft Skills Enhancement		Personal ity Develop ment	ICT in Education		Comm nity outreac h	Intercoll egiate festivals	Communication skills				Professional skills					Total	Rounding	Grade			
		Gandhian Ideology	Recollection		Teacher of 21 st century	Cyber Crime			Prezzi/Emaze	Educational visit	Cleanliness Drive – Juhu Beach	Eco-fest	Drama and Art in Education	Marathi Pratipada	Street Play	CCE	Chart Preparation				Rubrics	Pink	W .Day
		1	1	2	2	1	2	1	2	1	2	1	2	1	2	4	4	1	1	1	30		
1	Almeida Joyce	1	1	2	2	1	2	1	2	1	1	1	1	2	4	4	4	0	1	1	28	A	
2	Angella John	1	0	2	1	1	2	1	2	1	2	1	1	2	4	4	4	1	0	0	26	B	
3	Braganza Crissina	1	0	2	1	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	28	A	
4	Carvalho Christabe	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	30	A	
5	Carvalho Nalisha	1	1	2	2	1	2	1	2	1	1	1	1	2	4	4	4	0	1	0	27	A	
6	Chakrabarty Jessica	1	1	2	2	1	2	1	2	1	0	1	1	2	4	4	4	1	1	0	27	A	
7	Chande Claret	1	1	2	2	1	2	1	2	1	2	0	1	2	4	4	4	1	1	1	29	A	
8	Dabre Nicholatte	1	1	2	1	1	2	1	2	1	1	1	1	2	4	4	4	0	1	1	27	A	
9	D'cunha Elita	1	0	2	2	1	2	0	2	1	2	1	1	2	4	4	4	1	0	0	26	B	
10	Dedu Ratna	1	1	2	1	1	2	1	2	1	1	1	1	2	4	4	4	1	1	1	28	A	
11	Dmello Bernadine	1	0	2	0	1	0	1	2	1	2	1	1	2	3	4	4	1	1	1	24	B	
12	Dmello Snehal	1	0	2	2	1	2	1	2	1	1	0	1	2	4	4	4	1	1	1	27	A	
13	Dsilva Cordia	0	1	2	2	1	0	1	0	1	2	0	0	2	0	4	4	1	1	1	19	P	
14	Dsouza Brijel	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	0	1	1	29	A	
15	D'souza Melvisa	1	1	2	1	1	2	1	2	1	1	0	1	2	4	4	4	0	0	1	25	B	
16	D'souza Ovilia	0	1	2	2	1	2	1	0	1	2	1	0	2	1	4	4	1	1	1	23	B	
17	Dsouza Sherel	1	1	2	2	1	2	1	2	1	0	0	1	2	4	4	4	0	1	1	26	B	
18	Feraon Glory	1	1	2	2	1	2	0	2	1	2	1	1	2	4	4	4	1	1	1	29	A	
19	Fernandes Jolina	1	1	2	2	1	2	1	0	1	2	1	1	2	4	4	4	0	1	1	27	A	
20	Figer Stevina	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	30	A	
21	Gawarle Shrawani	1	0	2	1	1	2	1	0	0	1	0	1	2	4	4	4	1	1	1	23	B	
22	Gomes Geetha	1	1	2	2	1	2	1	2	1	2	0	1	2	4	4	4	1	1	1	29	A	
23	Jadhav Sophiya	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	0	0	28	A	
24	Joanes Rachel	1	1	2	2	1	2	1	0	1	2	1	1	2	3	4	4	1	1	0	26	B	
25	Kambli Bhakti	1	1	2	2	1	2	1	0	1	2	1	1	2	1	4	4	0	1	1	24	B	
26	Kharat Komal	1	1	2	2	1	2	1	0	1	2	1	1	0	4	4	0	1	1	1	22	B	
27	Kharjia Rexela	1	1	2	2	1	2	1	2	1	1	1	1	2	4	4	4	1	1	1	29	A	
28	Khavri Silviya	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	30	A	
29	Manchanda Sarita	1	0	2	2	1	2	1	2	1	1	1	1	2	4	4	4	0	1	1	27	A	
30	Mao Mamta	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	30	A	
31	Mendes Johanna	0	1	2	2	1	2	1	0	1	2	1	0	2	3	4	4	1	1	1	25	B	
32	Miranda Alisha	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	0	1	1	29	A	
33	Miranda Bertilla	1	1	0	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	28	A	
34	Misquitta Jolene	1	1	0	2	1	2	1	2	1	1	1	1	2	4	4	4	1	1	1	27	A	
35	Monteiro Stacia	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	0	1	1	1	26	B	
36	Nadar Felsy	1	1	2	2	1	0	1	2	1	2	1	1	2	4	4	4	1	0	1	27	A	
37	Patil Neha	1	1	2	2	1	0	1	2	1	1	1	1	2	4	4	4	1	0	0	25	B	
38	Patil Rashmy	1	1	2	2	1	2	1	2	1	1	1	1	2	4	4	4	1	1	0	28	A	
39	Pereira Sara	1	0	2	2	1	0	0	0	1	2	1	1	0	4	4	0	0	1	0	16	P	
40	Pereira Sayali	1	1	2	2	1	2	1	2	1	2	0	1	2	3	4	4	1	1	0	27	A	
41	Pereira Sneha	1	1	2	2	1	2	1	0	1	2	1	1	2	4	4	4	1	1	0	27	A	
42	Rebello Larina	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	0	1	1	29	A	
43	Rodrigues Rebecca	1	1	2	2	1	2	1	0	1	2	1	1	2	4	4	4	1	1	1	28	A	
44	Rodrigues Sylvia	1	1	2	2	1	0	1	2	1	1	0	1	2	4	4	0	0	1	1	21	B	
45	Sandhu Simreen	1	0	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	29	A	
46	Sarda Unnati	1	1	2	1	1	0	1	2	1	2	1	1	2	4	4	4	1	1	0	26	B	
47	Siddiqui Tazeen	1	1	2	2	1	0	1	2	1	0	1	1	2	4	4	4	1	1	0	25	B	
48	Silveira Crastina	1	1	2	2	1	2	1	2	1	2	1	1	2	4	4	4	1	1	1	30	A	
49	Sirsat Deepali	1	1	2	1	1	2	1	2	1	2	0	1	2	4	4	4	1	1	1	28	A	
Kindly note that all grades given should be rounded off																							
								A	31														
								B	16														
								P	2														
									49														

Honours Programme 2015-2017

(30 Credits)

Dimension	Credit	Date	Area	Resource Person/s
Personality Development	2	4/4/2016 5/4/2016	Personality Development/ Counselling	Fr. Patrick D'Souza
Soft Skill Development	1	1/10/15	Gandhian Ideology	Dr. Namita Nimbalkar
	2	6/10/15	Teacher of 21 st century	Dr. Elaine Charles
	1	3/01/17	Recollection	Fr. Jude Ferreira
ICT in Education	1	19/10/15	Cyber Crime	Mr. Sachin Dedhia
	2	20/10/15	Prezzi/Emaze	Ms. Juveria Ghare
Professional Skills	4	6/10/15 – 10/10/15	Chart Preparation	Mrs. Marie Fernandes
	1	5/12/15	Handling Childhood Addictions	Dr. A. M. Gabhrani
			Childhood Disorders	Dr. Sahil Jaffary
	2	20/2/16	Talk Show on CCE	Teachers of SSC/CBSE/ICSE/IGCSE/IB
	4	22/2/16	Rubrics	Dr. Veena Deshmukh
	1	04/10/16	Movie Pink	Staff & Students
	1	08/03/17	Women's Day	Dr. Sharmila Ghuge
Community Outreach	2	28/9/15	Cleanliness Drive – Juhu Beach	Staff & Students
	1	30/09/16	Educational Visit	Staff & Students
Communication Skill	1	1/10/15	Street Play	Mr. Alpam Salve
	2	24-25/2/16	Drama and Art in Education	Prof. Radha
	1	12.01.17	Marathi Pandarvad	Staff & Students
Inter-collegiate Festival	1		Planit-E	

A – 31

B – 16

Participants – 2

ANNEXURE IX

DATA SHEET TO RECORD BEST PRACTICES

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

1. Title of the practice : **Honours Programme**

2. The context that required initiation of the practice:

Much has been said about the dying quality and lack of effectiveness of education.

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

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

This programme caters to the needs by adding flavour to the personality dimension of every student who becomes part of the Teresian legacy of education. The programme is flexible and is benchmarked every year. This enables customization of the programme, making it truly contextual in its structure and content.

3. Objectives of the practice:

- To provide students an opportunity to acquire add-on-credits through the certificate programme.
- To provide teacher trainees with composite training aimed at nurturing the head, hand and heart.
- To offer courses that span aspects of personality development.

- To sensitize students towards ethical issues within the domains of environment, women's issues and human rights.
- To provide skill-based training that fosters self-reliance.
- To expose students to areas of contemporary relevance that aid academic growth.
- To create programmes and invite resource persons who satisfy the needs of the five main categories.
- To systematise and bench-mark the allocation of credits.
- To provide experiential learning.

4. The practice:

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

The syntax of the IDEA model is as follows:

▪ Phase I: Identification of Need

The 360⁰ online appraisals that are procured from the stakeholders at the end of the academic year provide the coordinator a bird's eye-view of voids and lapses within the programme. This helps to customize the programme as per the needs felt within educational practices.

▪ Phase II: Development of Design

The programme is structured around 7 dimensions, namely, Soft Skill Enhancement, Community Outreach and Network, Certificate Programmes, Inter-Collegiate Festivals, Professional-Skill Enhancement, Communication Skills, and Tactile-Training. Several sub-activities are conducted under each head. Credits are assigned to each dimension in accordance with the attention it demands within the programme. A year plan is drawn up after a brainstorming session among the staff, where possible meaningful topics are listed and resource persons suggested.

▪ Phase III: Enhancing and Empowering Skills

In *Soft Skill Enhancement* the focus is on the holistic development of a pupil. Here a wide variety of issues are contextualized with a view to sensitizing a pupil toward

ethical mores, leadership styles, spirituality, values of secularism, life-skills education, human rights, counselling, etc. The skill of reviewing books has been identified as an important exercise to initiate critical thinking. Cumulatively these activities sharpen in students empathy and compassion, while sensitizing them to the latest contemporary trends.

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

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

▪ **Phase IV: Assessment of Goals**

Each activity carries a specific credit. The entire programme cumulatively totals 25 credits. Students are oriented to what the programme entails at the start of the academic year. They are motivated to participate with passion and zest, and earn an exemplar certification grade at the end of the programme. This programme calls for detailed monitoring and documentation of all its activities. Finally the grade-limits are benchmarked, based on the performance of the whole class. A maximum number of students earn Grade B. The outliers within the group are few and are certified as Grade A and Grade C. This distribution satisfies the *Normal Probability Curve* trend. The syntax of the model is represented diagrammatically.

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

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

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

6. Impact of the practice:

The Honours Programme is envisioned to fulfill the demands made on education by the prevalent social milieu. The enshrined vision and mission statements of STIE are idealistic in essence. The institution strives towards structuring and sustaining not just an academic course content of relevance but also towards creating emancipated, empowered and enlightened teachers who foster excellence in the field of education.

The objectives of the Honours Programme are drawn up to be well-aligned with the institution's core values. Thus, we are justified in saying that the Honours Programme is not just a practice but a reflection of the heart of the institution. One can see the ramifications of this holistic practice deeply integrated

with and entrenched into the curriculum prescribed to be transacted for the fulfillment of the teacher-training course.

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

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

- **Institutional Self-worth:** This practice has been a feather in STIE's cap. The programme can be compared to a '*finishing school*', which is a highly sought-after exposure and luxury that only the wealthy can avail of. The objective of the Honours Programme is to smoothen the demeanour of the teacher-trainee at no extra cost and within the stipulated working hours of the college. This has raised the desirability quotient in terms of effectiveness of the college within the professional guild.
- **Choice-based Content:** Within the gamut of the course, certain sections permit flexibility. Students can make options based on their aptitudes and interests. This in turn hones the skills of the staff and keeps them abreast with recent trends. It thus engages staff in comparative education. The programme pivots on the interdisciplinary approach, making it a comprehensive and inclusive education of the head, hand and heart.
- **Student Empowerment:** This exposure ensures that each student undergoes a metamorphosis. The entry and exit-point evaluations stand testimony to this fact. It is easy to see the emergence of mindsets that are empathetic, ethical and bearing global perspectives. These are precisely the long-term goals of teacher-training. This certification gives our trainees an edge as they usher themselves as professionals into the teaching fraternity. It also catapults their employability scores.

- **Staff Empowerment:** It is mandatory for the staff to attend the workshops and seminars as participants when the students are being addressed by a resource person. This goes a long way in showcasing to the staff teaching strategies and progressive trends followed by other members of the teaching fraternity. This further empowers them with contextually relevant knowledge. Thus the staff members continue to be life-long learners.
- **Teacher Exchange:** The entire programme calls for procuring resource persons who are eminent in the subject area and also specialists in the specific content or skill students are being exposed to. This need initiates and sustains communication channels and teacher exchanges at several other levels too. Thus this proves to be a window to enhance and sustain cordial networking at an inter-disciplinary level.
- **College as a Nodal Centre:** The programme initiates, sustains and perpetuates linkages within the community. The college's presence as a meaningful and powerful centre for dissemination of information and services gets established subtly. Thus the college becomes an agency providing informal education within the community.
- **Community-oriented Programmes:** Several community service programmes are conducted to raise civic responsibility and civic sense.
- **Sister-concerns of the Institute:** St. Teresa's Covent High School and the St. Teresa's Special School are off-shoots of our institute. The Honours programme enables pooling-in of resources between these institutions. STIE's presence is thus felt through the services that are shared. This networking proves to be a symbiotic relationship, fostering cohesion within the Teresian Society of Education.
- **Paradigm Shift in the Ideology of Assessment Practices:** It is appropriate to say that this programme endorses the importance of qualitative evaluation of the intangible aspects within education. To our students, who are the teachers of tomorrow, this is a great practical exercise. It highlights a shift in the style of evaluation by replacing numbers and percentages with credits and grades. There is a lot of inertia within the Indian educational setup to accept this change. The qualitative assessment style is often considered to be a dampener by students and parents, who strive so hard in the rat-race. So it is our attempt to expose our target population of teacher-trainees to the true long-term goal of education, which is

'man-making' and not making franking commodities. Thus, this is a move toward helping them transit to a higher realm. In other words, it attempts to constructively reduce the undue pressures of today's education under which students are reeling.

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

7. Resources required:

- **Human Resources:** The Honours Programme is highly flexible in its structure and form. Its effectiveness is directly proportional to the appropriateness of the resource persons that enliven it. Identifying and tapping the correct personnel is a herculean task.
- **Physical Spaces:** The college hall serves as a venue for 80% of our programmes as most of them are conducted at the college level. Outside the college, the Community Centers and the streets of Mumbai city are the confines within which the programme limits itself.
- **Internet Facility:** The students have access to the computer laboratory for all the internet facility that they would require.
- **Stationery:** The college provides reprographic facility and paper to students, if ever it is needed.
- **Raw Materials for Tactile-Training Workshops:** Students are expected to carry the raw materials that they would require to be using to prepare handicrafts. The finished products are retained by the students as their personal belonging.
- **Certificates:** Certificates are required to be awarded as a keepsake to each student to testify their performance.

8. Contact person for further details:

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

Title of the practice: The SPAM (Stereotypes and Prejudices Awareness Mastery) Model

1. The context that required the initiation of the practice:

Stereotypes are beliefs about people based on their membership in a particular group. Stereotypes can be positive, negative, or neutral. Stereotypes based on gender, ethnicity, or occupation are common in many societies.

- Stereotypes are not easily changed.
- People's perceptions are influenced by their expectations.
- A prejudice is a negative belief or feeling about a particular group of individuals.
- Prejudices are often passed on from one generation to the next.
- Prejudice is a destructive phenomenon, and it is pervasive because it serves many psychological, social, and economic functions:
- Prejudice allows people to avoid doubt and fear.
- Prejudice gives people scapegoats to blame in times of trouble.
- Prejudice can boost self-esteem.
- Evolutionary psychologists suggest that prejudice allows people to bond with their own group by contrasting their own groups to outsider groups.
- Prejudice legitimizes discrimination because it apparently justifies one group's dominance over another.

2. Objectives of the practice:

1. To sensitize students on the existence of Stereotypes and Prejudices that mainly arises out of the cultural setting of a given society.
2. To empower teacher trainees to master an '*all inclusive*' philosophy of life. Wherein we include all the persons with differences, mainly the marginalized into our group.

1. The practice:

- **Phase 1: Stereotypes** :India is a land of plurality. Several variation that exist among people arise out of their origins in different races, religions, castes, languages etc. People often tend to coexist as cohesive groups based on these differences. These segregations give rise to several stereotypes that have been a part of our existence since times immemorial.
- **Phase 2: Prejudices** : These mental stereotypes gives rise to prejudices that we harbour in our minds. These prejudices become lenses through which we view all

our decision making. Prejudices legitimize our wrong practices and create walls within the society we live.

- **Phase 3: Awareness :** Through our educational activities we at St. Teresa's Institute of Education strive to raise the awareness level of these existing monsters within society. Educators use it across the curriculum through the course-work they handle within the academic frame work. Thus we consider awareness generation as an ethical issue and pay great heed to give students various avenues to get an awareness of the existing stereotypes and prejudices.
- **Phase 4: Mastery :** Mastery is achieved when teacher trainees are given an opportunity to self learn and gain insights on the various stereotypes and prejudices that exist in our world today. Mastery can be achieved through research, street plays, case studies, interviews, community outreach and others.

In 2016-2017, our students collected data from students between the ages 12-17.

The Ambivalent Sexism Inventory (ASI) Copyright 1995 by Peter Glick and Susan T. Fiske.

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

We did not face any obstacle in conducting this exercise. A total of 17 schools was the bank from which research data was obtained. The sample involved 493 boys and 734 girls between the age group 12-17 years. The Total Sample size was 1227.

4. Impact of the practice:

Students learnt the importance of using a

- Standardised tool with copyright
- Need to seek approval for the use of the tool
- Administer the tool
- Score the results
- Compile the raw data
- Analyse the data
- Summarize the findings of the study

This was a great source of learning that was first hand and scientific for students. It helps students in generalizing the steps for conducting research. Students gained mastery of how they could teach children at school of the Stereotypes and prejudices

that exist in society. This objective could be achieved by integrating this issue through the Pedagogy lessons they give at schools.

5. Resources required:

As the approach in this method can vary each year the resources required would vary too. In the past year we needed resources related to research activities that are necessary for obtaining data from students in response to the The Ambivalent Sexism Inventory (ASI)

6. Contact person for further details:

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