



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

1. Name of the Institution	ST. TERESA'S INSTITUTE OF EDUCATION
Name of the head of the Institution	Dr. Sr. Tanuja Waghmare
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02226490252
Mobile no.	9869501261
Registered Email	stie73@gmail.com
Alternate Email	csdmello14@gmail.com
Address	S V Road Santa Cruz West
City/Town	Mumbai
State/UT	Maharashtra
Pincode	400054

#### 2. Institutional Status

Affiliated / Constituent	<b>Affiliated</b>
Type of Institution	<b>Women</b>
Location	<b>Urban</b>
Financial Status	<b>Self financed and grant-in-aid</b>
Name of the IQAC co-ordinator/Director	<b>Dr. Sheela Philip</b>
Phone no/Alternate Phone no.	<b>02226490252</b>
Mobile no.	<b>9890436358</b>
Registered Email	<b>stieiqac@gmail.com</b>
Alternate Email	<b>csdmello14@gmail.com</b>

### 3. Website Address

Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.sti-edu.in/assets/pdf/AQAR-2016-17.pdf">https://www.sti-edu.in/assets/pdf/AQAR-2016-17.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	<b>Yes</b>
if yes, whether it is uploaded in the institutional website: Weblink :	<a href="https://www.sti-edu.in/assets/calender/academic-calendar-2017-18.pdf">https://www.sti-edu.in/assets/calender/academic-calendar-2017-18.pdf</a>

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
<b>1</b>	<b>B+</b>	<b>79</b>	<b>2003</b>	<b>21-Mar-2003</b>	<b>20-Mar-2008</b>
<b>2</b>	<b>A</b>	<b>3.03</b>	<b>2010</b>	<b>04-Sep-2010</b>	<b>03-Sep-2015</b>
<b>3</b>	<b>A</b>	<b>3.27</b>	<b>2016</b>	<b>17-Mar-2016</b>	<b>16-Mar-2021</b>

<b>6. Date of Establishment of IQAC</b>	<b>13-Jun-2003</b>
---	--------------------

### 7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Inter-school and Inter-collegiate festival - Planit-E	01-Dec-2017 2	600
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
St. Teresa's Institute of Education	Human Rights	NHRC	2017 1	50000
No Files Uploaded !!!				

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

Yes

If yes, mention the amount

50000

Year

2017

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

Kindly refer to the file attached.

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action

Achievements/Outcomes

Kindly refer to the file attached.	File attached.				
<a href="#">View File</a>					
<b>14. Whether AQAR was placed before statutory body ?</b>	Yes				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Name of Statutory Body</td> <td style="width: 50%;">Meeting Date</td> </tr> <tr> <td>College Development Committee (CDC)</td> <td>12-Apr-2018</td> </tr> </table>		Name of Statutory Body	Meeting Date	College Development Committee (CDC)	12-Apr-2018
Name of Statutory Body	Meeting Date				
College Development Committee (CDC)	12-Apr-2018				
<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>	Yes				
Date of Visit	11-Mar-2016				
<b>16. Whether institutional data submitted to AISHE:</b>	Yes				
Year of Submission	2018				
Date of Submission	01-Aug-2018				
<b>17. Does the Institution have Management Information System ?</b>	Yes				
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The college has a well integrated indigenous Management Information System (MIS). 64 computers with an Internet bandwidth of 10 MPBS and platforms such as Google Drive Email Google Forms Microsoft soft office software Excel Word Tally are used. Details such as are Academic qualifications, Scale, month wise salary details of teaching non teaching staff, in service improvement in qualifications of the staff, income and Expenditure details of the college, student teachers details such as caste, religion, results, details of Adhaar Card Number (UID), Voters ID Number, PAN Number, etc. are uploaded on <a href="https://dhemis.maharashtra.gov.in">https://dhemis.maharashtra.gov.in</a> for authentic documentation. For salary <a href="https://htesevaarth.maharashtra.gov.in">https://htesevaarth.maharashtra.gov.in</a> Details of student teachers on Roll are provided on the University of Mumbai Website.</p> <p><a href="http://eoffice.mu.ac.in/statistical">http://eoffice.mu.ac.in/statistical</a> Details of faculty, student teachers, all the activities of the college are updated on the college website</p>				

## Part B

**CRITERION I – CURRICULAR ASPECTS****1.1 – Curriculum Planning and Implementation**

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Syllabus- The College follows the curriculum framework of NCTE and the syllabus of the choice-based credit system as prescribed by the University of Mumbai. A review of the syllabus is done at the university level and the college ensures a well-thought-out conveyance of the syllabus. Examination- The College follows the Choice Based Credit System, a Semester pattern examination system. Exam schedules are revealed well in advance through notices exhibited on the notice board and WhatsApp. Internal assessment is done transparently and examined scripts with constructive feedback written are shown to students. Academic Calendar- An academic calendar is drafted concentrating on all facets of curricular and co-curricular activities. This academic calendar provides a plan for warranting a well-managed delivery of all curricular and co-curricular activities. Orientation- At the initiation of each academic year, every teacher-educator provides students with an overview of the subjects, reference lists for each course, and the same is exhibited in the prospectus provided to each student-teacher. The academic calendar is followed so that the student has transparency on the amount of portion that will be conveyed in a specified amount of time. Teaching Plan- The teaching Plan layout the procedure of curriculum transaction. The teaching plan includes varied teaching practices to make teaching operative. The faculty enjoys thorough academic freedom to organize and use various tactics and inventive activities for curriculum transactions. Timetable- The weekly timetables are set with respect to the academic calendar. Both the academic calendar and the timetables are preserved each year as documentation. The institution exhibits a copy of the prospectus, academic calendar, and ongoing activities on its website. To ensure an efficient transaction of the curriculum, the college warrants the use of ICT in the classroom to make learning an exciting and inspiring experience. The college ensures to conduct training workshops for the students, empowering them with technological skills. These workshops are documented on the college website. The student attendance and participation in various activities are maintained and photographs and video clippings of activities are recorded. The curriculum is improved by conducting Value Added and Add-on Courses to ensure the up-gradation of knowledge and enhancement of innovation and employability skills of the student-teachers. The institution networks with various NGOs and organizations to help transact the curriculum effectively. Field trips and visits are planned to enable hands-on experiences. The institution ensures mastery of concepts and clarity in the knowledge of the students by conducting Content Enrichment Workshops, wherein the students work in study groups along with their method masters to build upon their concepts and develop the necessary understanding of their special methods, thus making curriculum delivery holistic and effective by ensuring concept clarity. Keeping in mind the curricular changes implemented from time to time, students are equipped with the required theoretical inputs and skills to broaden their knowledge base through a host of activities like seminar presentations, library reading, attending conferences and workshops, conducting action research projects on topics of educational and social relevance and educational visits.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of	Duration	Focus on employ	Skill
-------------	-----------------	----------	----------	-----------------	-------

		Introduction		ability/entrepreneurship	Development
Yoga Certificate Course	Nil	03/11/2017	12	Employability	Development of life skills related to physical and mental wellbeing

## 1.2 – Academic Flexibility

### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
No file uploaded.		

### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Teacher Education	01/06/2017

### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	49	49

## 1.3 – Curriculum Enrichment

### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Bio-ethics Certificate Course	14/10/2017	50
<a href="#">View File</a>		

### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Action Research	50
BEd	School Internship	99
<a href="#">View File</a>		

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?  
(maximum 500 words)

Feedback Obtained

The institution has a feedback mechanism, wherein data is collected from students, teachers, employers, and alumni. Data obtained through this 360 degrees feedback mechanism is analyzed, graphically represented, consolidated, compiled, and documented. On the basis of this feedback, essential changes or innovations are implemented on the basis of responses received. Students: The SWOT/SWOC analysis, entry, and exit point questionnaire are conducted at the start and end of each year to obtain feedback from the student-teachers and the faculty. It provides important information relating to the institution, the faculty, and the quality of instruction provided. Oral/written feedback is obtained after major activities and programs like Internship, Community work, Annual Day, Workshops/Seminars, Talks, etc., and the same is analyzed and acted upon wherever necessary. The feedback obtained about the add-on / value added courses conducted is used to ensure necessary modifications or up gradation of the courses if required. Also, immediate feedback is sought on the completion of every activity. Teachers: Staff appraisal by student teachers is done by the college annually in digital format using Google forms. The Staff Appraisal forms focus on the ratings and feedback given by the student teachers, the effectiveness of the teaching-learning strategies used by the teacher-educators, guidance given for Practicum and feedback strategies used, etc. The Staff Appraisal forms are critically analyzed and shared with each staff member. A consolidated report of the appraisal is then prepared by the Principal and shared with each staff. Confidentiality is maintained in the disclosures, to avoid any unjust repercussions. Self-Appraisal report: Teacher educators provide a self-appraisal report to the head of the Institution at the end of every academic year. Teachers review their work during the year and set benchmarks for themselves on the basis of their self-appraisal and student's appraisal. Employers: Each year, campus interviews are held wherein a number of eminent schools look to employ student-teachers from STIE. The principal and staff inquire about the performance of the students employed by them. Some employers who are very impressed with the students from STIE also send written letters of appreciation to the College. The college has introduced an online feedback system for employers. The feedback obtained is duly analyzed and acted upon. Feedback from Practicing Schools: This constitutes the Employer Satisfaction Survey and evaluates the teaching competency of the trainees as well as their behavior value systems. Alumni Feedback: This depicts the satisfaction quotient with the B.Ed. the course at S.T.I.E in terms of its quality standards. The feedback obtained from all the stakeholders is deliberated upon at staff meetings and areas for improvement are identified. The IQAC also keeps reviewing the curriculum implemented throughout the year and suggests changes that can be implemented for the next academic year. It plans a number of programs to upgrade the curriculum.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	86	50
<a href="#">View File</a>				

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	99	Nil	8	Nil	6

## 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
8	8	34	4	2	18
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The students are continuously evaluated throughout the year in terms of their academic, professional, and other necessary skills. Through this, the faculty gets an idea about students' strengths and weaknesses. This helps faculty devise a plan to strengthen students' talents and help them overcome their weaknesses. This is done throughout the year by mentoring students in groups. Throughout the year students are put in various groups for various curricular, co-curricular, and extra-curricular activities such as talent search activities, action research projects, internship activities, guidance, community work activity, etc. This ensures guidance and counseling from all teachers. Each group has its own teacher-in-charge to cater to their needs with respect to that activity and other needs. Thus, the teachers are constantly in contact with the students to monitor their progress by helping them overcome challenges in their academic and personal life. Mentoring is carried out with an aim to achieve all-round development of students by providing them with the necessary support and guidance. Students' problems are addressed by faculty members. But in case of major challenges, a group of teachers along with the principal are involved to solve the difficulties. Apart from one-to-one sessions, constructivist feedback is given after each and every activity also acts as one of the effective ways of mentoring students. Not only faculty but also students are trained to mentor their peers. For peer mentoring senior students are given the responsibility to help their juniors in the academic sphere. This creates strong bonding between the two batches. Few outstanding students of the same batch are also included as peer mentors. This helps weak and extremely shy students open up with respect to their problems and difficulties. Thus, peer mentoring helps in catering to the needs of all.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
99	8	1:12

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
12	9	3	Nil	7

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies



Nil	NIL	Nil	-
No file uploaded.			

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	4EOO144	Semester 4	02/06/2018	16/08/2018
BEd	4EOO143	Semester 3	26/10/2017	06/01/2018
BEd	4EOO142	Semester 2	17/05/2018	21/09/2019
BEd	4EOO141	Semester 1	30/01/2018	12/03/2018
<a href="#">View File</a>				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

At the college level, the students are evaluated continuously through curricular, co-curricular, and extra-curricular activities. Students are assessed for their all-round development by organizing the competitions like Talent Search, Singing Competition, Poster Making, Teaching-Learning Material, E-module, Miss Education, Street Play, Indoor, and Outdoor Games, etc. Apart from this, students' progress is monitored carefully through various celebrations and their performance is shown in the planning and execution of various events such as seminars, talks, workshops, conferences, campus placement, etc. Students are also assessed on their active engagement and performance during various course activities which are organized for them such as Bio-ethics Course and Yoga Course. At the prescribed level, for theory courses F. Y B. Ed. students are internally evaluated on the following- • Class test for Core Courses(5), Elective Courses(3), and Interdisciplinary Courses(4) - 12 (1 per course) • Essay test for Core Courses(5), Elective Courses(3) and Interdisciplinary Courses(4) - 12 (1 per course) • Task/Assignments for Core Courses(5), Elective Courses(3) and Interdisciplinary Courses(4) - 24 (2 per course) • Task/Assignments for Ability Courses(2) - 10 (5 per course) • Students are also evaluated on their performance during the activities conducted for Ability Courses. The 2-year B.Ed. programme consists of 4 Project-Based Courses. Students are evaluated continuously here as well for their performance. The details of activities included in this Project-based Courses are listed on the web link [https://www.sti-edu.in/assets/pdf/B.Ed\\_.pdf](https://www.sti-edu.in/assets/pdf/B.Ed_.pdf) on page no. 15. At the prescribed level, for theory courses F. Y B. Ed. students are internally evaluated on a number of activities which are listed on the web link [https://www.sti-edu.in/aqar/17\\_18/criterion2/Education20\\_Two\\_Year\\_B\\_Ed\\_Syllabus\\_2015\\_16.pdf](https://www.sti-edu.in/aqar/17_18/criterion2/Education20_Two_Year_B_Ed_Syllabus_2015_16.pdf) On page no. 7, 8, 9 and 10. Also during class activities during lectures students are assessed for their development and progress.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The smooth functioning of the academic year depends on systematic planning. For this purpose academic calendar is prepared before starting of the year. It gives a glimpse of the activities to be held for the new academic year. It thus helps the faculty members in the systematic planning and organization of various events. It benefits students in planning their study schedule and also makes them physically and mentally ready for upcoming events. The academic

calendar prepared at STIE is comprehensive in nature. It includes curricular, co-curricular, and extra-curricular activities that will be held during the academic year. To name a few important ones are internship, examination dates, class test and essay dates, mid-term break, various competitions, celebrations, etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered to. Before administering the academic calendar, it is presented to the management committee for review. Once it is approved by the management, the finalized academic calendar is uploaded on the college website for students' reference. The weblink of the academic calendar for the year 2017-18 is <https://sti-edu.in/assets/calender/academic-calendar-2017-18.pdf>

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://sti-edu.in/assets/pdf/handbook-2019-21.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4EOO141	BEd	Education	49	49	100
4EOO142	BEd	Education	49	49	100
4EOO143	BEd	Education	50	50	100
4EOO144	BEd	Education	50	50	100
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[https://www.sti-edu.in/agar/17\\_18/criterion2/agar2017\\_18\\_2.7\\_student\\_satisfaction\\_survey.pdf](https://www.sti-edu.in/agar/17_18/criterion2/agar2017_18_2.7_student_satisfaction_survey.pdf)

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	Nill	Nill	0	0
No file uploaded.				

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
International Seminar on Promoting Research for Quality Education	N.A.	12/10/2017

Workshop on Recent UGC Norms for API under CAS	N.A.	18/11/2017
Workshop on How to prepare for Teacher Eligibility (TET) and Teacher Aptitude Intelligence Test	N.A.	27/04/2018

### 3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	Nill	Nill	Nill	Nill
No file uploaded.				

### 3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
St.Terasas Institute of Education	E-content Development	St.Terasas Institute of Education	E-content preparation	Digital Literacy	07/04/2018
No file uploaded.					

### 3.3 – Research Publications and Awards

### 3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	00

### 3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
N.A.	Nil

### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	N.A.	16	5.91
<a href="#">View File</a>			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
N.A.	2
<a href="#">View File</a>	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	Nill	Nill	Nill	Nill	Nill	Nill
No file uploaded.						

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	Nill	Nill	Nill	Nill	Nill	Nill
No file uploaded.						

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	6	6	8	46
Presented papers	7	Nill	Nill	1
Resource persons	1	3	2	3
<a href="#">View File</a>				

## 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Yoga Course	Shri Ambika Yoga Ashram	8	50
Peace Rally "Let's Raise Our Voice for No Noise"	MEDWIZ HEALTHCARE COMMUNICATIONS PVT LTD	8	1000
Eye check up	Titan Eye Plus	8	105
Extension Education Programme	DLLE	2	99
Multiply the Message - Environment Education and Innovative Classroom teaching Methods	Trailblazers Foundation	8	50
How to prepare for Teacher Eligibility (TET) and Teacher Aptitude Intelligence Test	Career Development Centre, Vasai.	8	50
All-Mumbai Inter-school/Inter-collegiate Environment Festival Planit-E	SOSVA, WWF (World Wide Fund for Nature), Trail Blazers, The Turning Tide, RUR and Tetrapak	8	1200

	Foundation, India.		
DAAN UTSAV and the Joy of Giving Week	NGO SPARSHA	8	99
<a href="#">View File</a>			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	Nill	Nill	Nill
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Peace Rally	Health Cell of STIE	"Let's Raise Our Voice for No Noise"	8	1000
Swachh Bharat Abhiyan	Environmental Club of STIE	Campus clean up	8	99
No file uploaded.				

### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
ANNUAL RESEARCH PAPER READING SESSION	100	N.A.	1
International Seminar on 'Promoting Research for Quality Education'	181	N.A.	1
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
? Internship	? Internship Schools	Please refer to the file attached.	Nill	Nill	99
<a href="#">View File</a>					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
CCYM's Hashu Advani College of Special Education (HACSE)	27/06/2017	Inter Library Loan Service (ILL)	107
TITAN COMPANY LTD	18/04/2017	Information on eye health and vision care	105
MEDWIZ HEALTHCARE COMMUNICATIONS PVT LTD	04/12/2019	financially support a minimum of one cause during the course of an academic year.	1000
No file uploaded.			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
7.5	7.37

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing
Seminar halls with ICT facilities	Existing
Laboratories	Existing
Classrooms with LCD facilities	Newly Added
Class rooms	Existing
Campus Area	Newly Added
<a href="#">View File</a>	

### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
iSLIM	Partially	1.5.1	2018

4.2.2 – Library Services

Library	Existing	Newly Added	Total
---------	----------	-------------	-------

Service Type						
Text Books	1956	Nill	60	Nill	2016	Nill
Reference Books	9412	2006448	118	16538	9530	2022986
e-Books	97000	Nill	Nill	Nill	97000	Nill
e-Books	22	16556	Nill	6860	22	23416
e-Journals	6000	Nill	Nill	Nill	6000	Nill
Digital Database	1	30750	Nill	5750	1	36500
CD & Video	240	Nill	Nill	Nill	240	Nill
Library Automation	1	Nill	1	195000	2	195000
Others(s pecify)	51	Nill	Nill	Nill	51	Nill

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
-	---	Nill	Nill
No file uploaded.			

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwidt h (MBPS/ GBPS)	Others
Existin g	53	1	1	0	0	1	1	10	0
Added	11	0	0	0	0	0	0	0	0
Total	64	1	1	0	0	1	1	10	0

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

10 MBPS/ GBPS

##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
CANON Digital Camera (EOS 1100D Macro 0.25m/0.8ft	Nill

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
2.5	2.01	4.12	5.91

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

St. Teresa's Institute of Education (STIE) is situated in a specious green campus. It's well equipped with all facilities needed for best learning environment. STIE has all essential exclusively owned infrastructure like lecture hall, method rooms, psychology lab, Computer lab (50 computers with internet) library with reading room, teaching aids room, prayer room, principal's office and college administrative office, students' common room, conference room and gymnasium, English and History club room, science and maths club room, store room etc. Other facilities in the same premises exclusively owned by management includes multipurpose halls and ground which are shared by STIE and other institutions in the campus. Following systems are in place for smooth functioning and maintenance of facilities.

1. Infrastructure and eresources committee reviews the need and plans purchasing for any instrument, equipment or furniture.
2. Shared facilities are availed with prior official permission of management.
3. Library advisory committee guides and helps the librarian to frame library rules and regulations for proper functioning and service improvement. Learning resource like books, journals, online data base etc., are added after a rigorous scrutiny by the subject teachers. Vendors are chosen based on their response to the queries, availability of books and adherence to the terms and conditions. Cupboards and shelves are numbered and labelled subject wise and books are arranged in classified manner for easy access. Library opts for 100 open access to boost reading habit in students. To prevent loss or damage of printed periodicals annually bound volumes are made.
4. Library is automated with iSLIM software. WebOpac is available on library page through college website. Journal Indexing facility offered by library, creates Current Awareness about on-going research published in Printed Journals. Newly added books are displayed on OPAC to attract readers' attention. Question Papers, NLIST and various Open Access E-resources are made available through library webpage and library blog to ensure 24/7 access. Individual user IDS and Passwords for NLIST ensures anytime anywhere access to subscribed databases. Periodic orientation programs and hands-on trainings are provided to users for effective utilization of physical and electronic resources available through the library. Book bank facility is made available for needy students.
5. Pest control for the college building and library is done regularly.
6. CCTV cameras are installed in the college building and library as one of the safety measures.
7. AMC for water purifiers, AC, computers and library management software is paid annually to concerned external agencies.
8. Maintenance for electrical work, carpentering work, plumbing work, printers, CCTV, projectors, barcoding and biometric system is opted through on call facility.
9. Regular updating of Anti-virus software ensures the safety of all computers from data theft and virus attacks.
10. Tally used for accounting purposes and to keep financial transactions including purchases and infrastructure.
11. Class Rooms are equipped with necessary ICT tools which are utilized as per the timetable.
12. The college premises, campus are cleaned everyday by support staff and is monitored by the institute head.

College Resoures: <https://www.sti-edu.in/college-resources.php> Library Regulations: <https://www.sti-edu.in/library-rules-regulations.php>



## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	Nill	Nill
Financial Support from Other Sources			
a) National	NIL	Nill	Nill
b) International	NIL	Nill	Nill
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
REFER TO THE FILE ATTACHED	Nill	Nill	Nill
<a href="#">View File</a>			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	Workshop on Teacher Eligibility Test	50	Nill	Nill	Nill
2018	Orientation to Campus Placement	Nill	50	Nill	Nill
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
5	5	15

### 5.2 – Student Progression

#### 5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of	Number of	Number of	Name of	Number of	Number of

organizations visited	students participated	stduents placed	organizations visited	students participated	stduents placed
REFER TO THE FILE ATTACHED	Nil	Nil	Nil	Nil	Nil
<a href="#">View File</a>					

#### 5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	Nil	REFER TO THE FILE ATTACHED	Nil	Nil	Nil
<a href="#">View File</a>					

#### 5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
SET	1
Any Other	1
No file uploaded.	

#### 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
File attached	Nil	Nil
<a href="#">View File</a>		

### 5.3 – Student Participation and Activities

#### 5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	NIL	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

#### 5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council is the most important body representing all the students, (F.Y.B.Ed and S.Y.B.Ed). The Student Council members work for the general interest and the welfare of all the college students, it brings grievances and the problems of the students into the notice of the authorities and organizes various activities including National festivals like Independence Day, Gandhi Jayanti, Republic Day etc., taking an initiative in conducting seminars, workshops. Every year Student Council election is being held to select Five members. 2017-18, the following were the members of St. Teresa's Institute of Education 1. Ms. Antonia Godinho, General Secretory 2. Ms. Serina Dabre 3. Ms. Sharon Fernandes 4. Ms. Lisa Misquitta 5. Ms. Sonal Lopes The students are members of various committees like CDC, Women Development Cell, and Library Committee

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

1390

5.4.3 – Alumni contribution during the year (in Rupees) :

2422

5.4.4 – Meetings/activities organized by Alumni Association :

The Annual Alumni meeting was held on 15th March 2018. A total of 26 alumni were present for the meeting. The Alumni were invited for the guest lectures and workshops like Online Tools for Learning and Assessment by Johanna Mendes and judging for Miss Education Contest. Students were called for Model Demo Lessons. . Alumni were also invited as the judges for the Intercollegiate festival Planit-E competitions which were held on 1st and 2nd December 2017. It is a big event. Year on year a panel of distinguished alumni holding reputed positions in schools affiliated to the 5 Boards of Education in India, is constituted to share their wealth of knowledge and expertise at the Big Five Talk show.

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The administration is decentralized to the extent that a number of committees are formed to look into the daily functioning of the college. The staff members work unitedly and fulfill their responsibilities in a conscientious manner. A number of activities and events are hosted throughout the year after collaborative planning and receiving the sanction from the CDC and IQAC. The management is an integral part of all decisions and planning from the conceptualization, to the execution and successful completion of the event. Technique such as Round Robin Brainstorming is used as a collective approach that employs an iterative circular process to build on ideas and contributions proposed by each staff member regarding different activities. Constructive ideas arising out of this discussion are deliberated upon and taken forward. At the later stage of brainstorming the Starbursting Technique is used to elaborate upon the selected idea and potentially execute it. This encourages the faculty to examine the proposed idea from every angle. In this manner, the team works on solutions together. Two events that were successful outcomes of these approaches used to encourage decentralization and participative management have been described below: The event "Lets Raise our Voice for No Noise" had the collaboration of the Principal and staff along with various stakeholders. This event was sponsored by Medwiz Healthcare Communications wherein the Traffic Police were also involved and the students from various schools. Through this initiative, STIE joined hands with schools to create awareness about the rise in the levels of sound in the metropolis of Mumbai. Thus, schools can utilize their own human resource - children - to be teachers of the community. St Teresa's Institute of Education and MES's Pillai College of Education and Research, Chembur organized an International Seminar on Promoting Research for Quality Education on October 12, 2017. Members of the management were actively involved in the planning and execution of the seminar.

For this seminar, the faculty of STIE and PCER collaborated for arranging the resource persons, shared responsibilities like compering the program, introducing and thanking the resource persons, managing financial aspects, paper publications, etc. Students conducted the prayer service, handled the registrations, writing of certificates, decorated the boards and hospitality management. Non-teaching staff was involved in preparing accounts, letters, issuing receipts for the payments made, etc. Support staff was involved in preparing the venue and making the necessary arrangements like sound system, technology arrangements, etc.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Research and Development	<p>The Institution invites eminent resource persons from different fields of specialization to conduct sessions for students in their areas of expertise. The Department appoints faculty for the Honorary Extension Work Field Coordinator who then becomes a faculty of the department of extension activities. The college faculty are invited as Guest Lecturers to other Colleges. The 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 with the different Boards of Education. The event organizer for the inter-collegiate festival Planit-E was an alumnus of the college. The alumni were involved in planning and organizing this two-day festival with the participation of 77 educational institutions. The college also conducts a Certificate course in Yoga in collaboration with Ambika Yoga Ashram to foster the mental health and well-being of students. As part of the Community service program the Institution networks with several organizations across the city working towards the cause of the underprivileged and less fortunate.</p>
Examination and Evaluation	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 in 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.

#### Teaching and Learning

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.

#### Curriculum Development

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>

#### Library, ICT and Physical Infrastructure / Instrumentation

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.

#### Admission of Students

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. I (INTRODUCTION TO THE CONTENT): Every topic in the curriculum begins with providing information and knowledge to the trainees. This is done through faculty lectures, books recommended for additional reference and lecture notes. S (SUPPLEMENTARY ACTIVITIES): The activities promote enrichment of the teaching-learning process. It encourages the use of the multisensory approach in transacting the curriculum making it contextualized and multidimensional. . I (Inquiry Based Learning): This includes the use of co-operative learning techniques, the case-study approach, group discussions, debates and seminar presentations. E (Experiential Learning): Students gain 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. W (Workshops): This is based on the principle of 'Learning by doing'. Workshops are conducted by the faculty and experts to help the students in 'Writing Objectives and

	Specifications', 'Lesson planning', 'Preparing a Blue-Print', 'Research Methodology', 'Computer Aided Instruction' and 'Statistical Analysis of Test Results'. In the concluding phase all the experiences gathered by the student are consolidated and accommodated in the students' repertoire of knowledge.
Industry Interaction / Collaboration	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.
Human Resource Management	Faculty members regularly attend National /International seminars and present papers for their professional development. ? One faculty member was awarded the Ph.D degree. ? One faculty member completed a Minor research grant by the University of Mumbai.

#### 6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Administration	DHE MIS, Statistical Unit of Mumbai University, TAAS, AISHE portals are used.
Finance and Accounts	HTE.Sevarth, UGC PFMS platforms are used.
Student Admission and Support	MH-CET cell, AISHE, ARA, MahaDBT, NPS portal, Digital University portals are used.
Examination	Mumbai Digital University portal is used.
Planning and Development	UGC MRP online, NCTE PAR Portals are used.

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year



Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	Nill	Refer to the file attached.	Nill	9000
<a href="#">View File</a>				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	Promoting Research for Quality Education	Nill	12/10/2017	12/10/2017	7	Nill
2017	Human Rights	Nill	03/10/2017	03/10/2017	7	Nill
2017	Recent UGC Norms for API under CAS	Recent UGC Norms for API under CAS	18/11/2017	18/11/2017	7	2
2018	How to prepare for Teacher El igibility (TET) and Teacher Aptitude I ntelligenc e Test	Nill	27/04/2018	27/04/2018	7	Nill
Nill	Visit to KeshavShru ti (Organic Farm)	Nill	09/12/2017	09/12/2017	6	Nill
Nill	Visit to Bassein Fort	Nill	21/12/2017	21/12/2017	6	Nill
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development	Number of teachers who attended	From Date	To date	Duration
---	------------------------------------	-----------	---------	----------



programme				
MOOCs, E-Content Development and Oers t	1	11/03/2018	16/03/2018	6
Refresher Course on Women and Social Sciences - Contemporary Perspective to Gender	1	27/09/2017	17/10/2017	20
<a href="#">View File</a>				

#### 6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

#### 6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
0	Loan facility by the management	Payment of fees in installments. Guidance to SC/ST/OBC category students for scholarships

### 6.4 – Financial Management and Resource Mobilization

#### 6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts rigorous internal and external audits regularly every Nine months and then after three months. Final report is annually generated and discussed with the head of the Institution. The head of the Institution then responds to the remarks that need to be addressed.
--

#### 6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
kindly refer to the file attached.	Nill	Nill
<a href="#">View File</a>		

#### 6.4.3 – Total corpus fund generated

0
---

### 6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Authority of Higher Education	Yes	IQAC and CDC

Administrative	Yes	Authority of Higher Education	Yes	IQAC and CDC
----------------	-----	-------------------------------	-----	--------------

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Feedback from the parents for process improvements. Parents Support for activities like Annual day, picnics, and sports day is welcomed. Inputs from parents for organizing various activities at the college level.

6.5.3 – Development programmes for support staff (at least three)

1. Library Training for library support staff - Changing Role of Academic Libraries In the Digital Era, Leadership Training in association with Landmark, Mumbai, 2. Accounts and Tally workshops for Administrative staff 3. Workshop on Recent UGC Norms for API under CAS

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Funding from different agencies for conducting different activities. 2. Organized an International Seminar on Promoting Research for Quality Education on 12/10/2017. 3. Organised a Workshop on Recent UGC Norms for API under CAS on 18/11/2017. 4. Initiated SPAM (Stereotypes and Prejudices Awareness Mastery) model that aims at creating a society free of stereotypes and prejudices. 5. Collaborating with different institutions and signing MoUs with them for conducting different programmes.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nill	Kindly refer to the file attached.	Nill	Nill	Nill	Nill
<a href="#">View File</a>					

## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender Jurisprudence in Indian Context	06/12/2017	06/12/2017	86	Nill
Women's Day Celebration	08/03/2018	08/03/2018	107	Nill

Talk on Menstrual Hygiene	06/04/2018	06/04/2018	106	Nill
Department of Lifelong and Continuing Education projects on Status of Women in Society (SWS) and Career Project	20/06/2017	31/03/2018	99	Nill
Assemblies on Women Empowerment	20/06/2017	17/04/2018	106	Nill
Human Rights Seminar	03/10/2017	03/10/2017	100	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
1. The institute has installed LED lights to cut on power consumption. 2. Many of the tube lights installed have reflectors which help to emit light over wider areas, thereby reducing the need for increased number of lights. 3. It believes in natural ventilation and hence no ACs are installed in any of the rooms except the Conference room and the Computer laboratory.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nill
Provision for lift	Yes	Nill
Ramp/Rails	Yes	Nill
Braille Software/facilities	Yes	Nill
Rest Rooms	Yes	Nill
Scribes for examination	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	Nill	Nill	Nill	Nill	For all the Initiatives please check the uploaded EXCEL	Nill	Nill

[View File](#)

## 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Students Handbook	05/06/2017	<p>This document provides detailed information ranging from the History of the Institution, to the vision/ mission statements, core values, objectives, regulations, the academic calendar and the syllabus. It guides students and faculty to ensure that they uphold common Institutional goals and values. The highlight is the 'Student Diary' wherein students are expected to document milestones in their journey in terms of events attended and organized. The leave and absence record helps students to account for the days of absence. A page for Faculty milestones offers a year-wise professional audit for faculty to introspect and document their professional growth annually.</p>
Brochure for International Seminar on 'Promoting Research for Quality Education	31/07/2017	<p>A brochure detailing important information about the seminar was printed and circulated for the benefit of stakeholders desiring to participate in the event. It included important particulars like preliminary information about the date, venue and timings of the event, about the Institution, Seminar theme, objectives, sub-themes, programme schedule, format for the research papers, contact details, submission deadlines, the organizing committee, registration details and essential guidelines for</p>

## 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
For all the Activities please check the uploaded EXCEL File.	Nil	Nil	Nil
<a href="#">View File</a>			

## 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. All Mumbai Environ Fest - PLANIT-E: Interschool/ Intercollege environment based festival with 10 competitions related to environmental issues and 77 Institutions taking part in the festival. 2. Swachh Bharat Abhiyan - Cleanliness Drive: The Principal, faculty and students engaged in a Campus Clean Up Drive wherein students were divided into groups and assigned different parts in and around the campus to clean and beautify the place. 3. E-module Competition: This was an off shoot of the theme based lessons prescribed as part of the curriculum. Self-learning modules for school students were prepared on various themes of environmental significance by use of videos, case studies, research findings and innovative trends in conservation of the environment. Certificates were awarded to the 3 winning teams. 4. Green Assemblies: Trainees were sensitized to various environmental issues through value laden assemblies. They had an opportunity to share their experiences and contribute their ideas towards saving the planet and making this goal a viable reality. 5. Peace Rally "Let's Raise Our Voice for no Noise": It was conducted to mark the celebration of Children's Day. It comprised of a peace rally aimed at creating awareness on Sound Pollution. 8 schools across the city participated. There was staging of street-plays/banners placards with powerful thought provoking captions and messages. The event was sponsored by Medwiz and a token of Rs.1000 was awarded to each school that participated. Participation certificates were given to every student/teacher who participated in the event. 6. Environment based Action Research Projects: Trainees studied the contribution of school students to cleanliness in their homes, schools and surroundings and came up with constructive solutions regarding ways in which they can play a pivotal role in Environmental Stewardship. 7. Nature Trail: This was organized by Trail Blazer's Foundation, India with an objective to sensitize the teacher trainees to the worthy cause of environmental protection and their role and contribution as agents of change to this cause. 8. Workshop on Environmental Education by Trail Blazers Foundation India: This workshop helped to orient students important topics like, Plastic a boon or scourge and Water-Gift of Life, so as to sensitise them to the dire need of avoiding the indiscriminate use of plastic and avoiding the wastage of water. 9. Session on Rainwater Harvesting: Talks by resource persons were conducted on this theme of Environmental Significance so as to familiarize students with the benefits of Rain Water Harvesting as a technique of Water Conservation. 10. Visit to Keshav Srushti park: This visit provided an experience to explore the beauty of nature. Trainees were oriented to various environment friendly strategies like making of hand made paper, using cow dung to generate bio-gas, preparation of natural fertilizers etc.

## 7.2 – Best Practices

## 7.2.1 – Describe at least two institutional best practices

Best Practice: 1 1 Title of the Practice: Let's Raise our Voice to "Say No to Noise" ....using art, craft, drama, literature and dance Date of the Rally: November 17, 2017 Venue: Streets of Mumbai city Propagators of Awareness:

Students of schools situated in Mumbai city

**2 Objectives of the Practice**

- 1 To celebrate Children's Day with a difference!
- 2 To empower students to be responsible change agents of society and to widen the scope of the celebration from being a mere daylong celebration
- 3 To urge schools to embrace social causes
- 4 To enable schools to collaborate at the city level
- 5 To prepare students for environmental stewardship

**3 The Context**

A school is the workhouse that handles the most precious resource of our tomorrow - the children of today. It's a teacher's prime responsibility to bring out the best in each child using strategies that are appealing and rewarding. Our schools are housed in the bustling and noisy city of Mumbai; this has drilled into every citizen of Mumbai the importance of silence. As a teaching community, we have become victims of the growing noise menace in an additional way. Streets that run alongside school buildings contribute noise levels that hamper and lower the effectiveness of classroom transactions. For teachers, having to raise their volume and maintain it while speaking to a class of gregarious learners is not only a burden but also a health hazard. Through this initiative, St. Teresa's Institute of Education (STIE) joined hands with schools to create awareness about the rise in the sound levels in the metropolis of Mumbai. For this, we planned to use students of our city schools as show-stoppers of the event. Principals of schools welcomed the idea and they agreed to utilise their own human resource - children - to be teachers of the community. Thus celebrating Children's Day with a difference!

**4 The Practice**

The event was novel as it saw approximately 1000 students rallying along the streets of Mumbai silently at around the same time on November 17, 2017. They made a stand for reducing noise levels in the city. The children celebrated their special day - November 14 earmarked in India as Children's Day - in a different way, empowered in their new role as agents of change. Students silently rallied through the city holding placards with social messages and pictures depicting health hazards of raised sound levels. They performed flash mob dances with social messages. Students performed street plays in busy nooks in the city to disseminate awareness regarding noise. STIE acknowledges the support received from the Traffic Police department of Mumbai for staging this citywide silent rally against noise.

**5 Evidence of Success**

**Sensitization Approach**

This event was the first-ever rally staged by schools for an environmental cause that also safeguards the physical and emotional health of the public. We received an overwhelming support from all the stakeholders of society. The Principals of the schools gave our appeal a patient hearing. It gave the teacher-trainees of our college valuable time to interact closely with schools. This led to mutually beneficial associations for the schools as well as our students. The feedback procured from all the stakeholders was uniformly positive. The school students felt a raised sense of self-esteem on donning the pivotal role of being agents of change. The experience resulted in joyful learning experiences for them through participation. The public was enthusiastic spectators and had questions about the props displayed by the students.

**6 Problems Encountered and Resources Required:**

**Challenges Faced**

1. Schools from South Mumbai were not permitted to rally on the streets and so they had to resort to performing along pavements around their schools.
2. The rally at Andheri West had to be guided by the traffic police due to traffic density in that area.

**Police Permission**

- 1 Such a city-level rally requires clearance from the traffic police department. We had to procure a 'No Objection' from every ward level in which the school was located. It required multiple follow-ups. This exposure was totally new to academicians.
- 2 Principals of schools were wary of the safety of their students. Some schools had time constraints and did not wish to take up this un-prescribed activity. To some others, the 'street play' and the 'flash mob dance' was a new concept and our students had to guide the school teachers and initially train the students too.
- 3 The schools did not have funds for the preparation of props. This was overcome when they were granted a token amount by the sponsor of the event.

**Best Practice:**

- 2
- 1

**Title of the Practice:** The SPAM



(Stereotypes and Prejudices Awareness Mastery) Model 2 Objectives of the Practice 1 To expose teacher-trainees to the concept of Stereotypes inducto-deductively 2 To foster in the teachers of tomorrow the need to construct a value-neutral community 3 To use gamification as a tool to demystify stereotypes 4 To learn powerful lessons through joyful engagement and activity in learning 5 To train teacher-trainees on how to prepare learning modules and fun activities for classroom teaching

3 The Context 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 that 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 intertwined 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, STIE has created the SPAM model that aims at creating a society free of stereotypes and prejudices. We identified that if teacher-trainees are sensitised using this model, they could 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 research on Stereotypes using a standardized tool. The sample was students from across several schools in Mumbai.

4 The Practice The students of STIE were involved in a series of interactive workshops to meaningfully comprehend the concept of Stereotypes through engagement. Each student was a participant who was subject to a paper-pencil test. The participatory experiences gathered while collating the responses of the group lent valuable learning dimensions to the learners. The games administered on the group were ascribed the attributes 'interesting' and 'realistic' by the learners. The games used were titled 'Selection Committee', 'Ascribing Names for a Narrative', 'Advertisement Preparation', to name a few. This brought out the fact that stereotypes subtly exist within the mindsets of the educated as well. Confirming the fact that gender is a social construct. One's religious ideologies, cultural inheritances, geographic location, and socio-economic status play an important role in colouring one's prejudices and stereotypes. These modules have taken into consideration the findings of an Action Research conducted by the previous batch.

5 Evidence of Success The workshop did arouse awe in the minds of the students as they realised that social constructs often exist as dormant influencers of our preferences. There was a lot of exchange of emotions and ideas as a result of dialogue in learning among the learning circles. This trickle was then harvested into new learning situations and modules for the future. This workshop proved to be a scaffolding for teacher-trainees to prepare gamification modules for future teaching-learning. These modules could be used to incorporate value education into the lessons taught at school level. The teachers of our 'Practice-Teaching Schools' were appreciative of the methodology used to disseminate the sublime concept of a Stereotype- and prejudice-free community. They found the learning precious!

6 Problems Encountered and Resources Required The preparation of meaningful and interesting modules of real-life feel was time consuming. As such learning cannot be rushed, the lectures allocated to ability courses were utilised to expose students to this vital learning outcome. The workshop was conducted in the computer laboratory where the students have internet access. Grouping students for performing tasks have always been a bone of contention. So, students were granted freedom of flexibility in the formation of their groups

while engaging in tasks allotted to them. This freedom enhanced the classroom climate. This also saw mentor-mentee relationships flourish one could also witness reversals of these roles among the participants.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

[https://www.sti-edu.in/agar/17\\_18/criterion7/agar2017\\_18\\_7.2.1\\_best\\_practices.pdf](https://www.sti-edu.in/agar/17_18/criterion7/agar2017_18_7.2.1_best_practices.pdf)

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The theme for this year was 'Nurturing Environmental Literacy' and in keeping with this goal the Institution hosted myriad environmental initiatives leaving a 'Green Mark' on the landscape of teacher education, transforming student teachers into environmentalists. The All Mumbai Interschool/ Intercollegiate Environmental Festival PLANIT-E: This event is the Green Jewel in the crown of the Institution and is based on the EXCEL Model of Entrepreneurship. It provides a broad base for networking between academia, environmentalists, NGOs, the corporate sector and the media personnel engaged in a common bid to save the environment from degradation. The event was nothing short of a mini Earth Summit and saw the wholehearted participation of 77 educational institutions across the city. It comprised of 10 competitions based on pressing environmental issues. The pre-launch of the event was marked with activities- Daan Utsav and The joy of giving week. The fest took on a social dimension by reaching out to under-privileged children of the NGO SPARSHA who also participated in the event. Peace rally "Let's Raise Our Voice for no Noise" This was aimed at creating awareness on Sound Pollution. 8 schools across the city participated in this venture to propagate the importance of restricting noise limits to prescribed environmental norms through street-plays/banners placards with powerful thought provoking captions and messages. E-module competition: Student teachers prepared E-module presentations to orient school students to Environmental topics such as 'Rain Water Harvesting!', 'Deforestation', 'Ecological Initiatives', 'E-Waste Management', 'Endangered Species' and 'Say No to Plastic'. Nature Trail and Trail Blazers Workshop on Environment Education: The event was organized by Trail Blazer's Foundation, India to sensitize the teacher trainees to the worthy cause of environmental protection and their role and contribution as agents of change to this cause. Visit to Keshav Srushti Park: This educational visit provided an experience to explore the beauty of nature. Trainees were oriented to making of handmade paper, using cow dung to generate bio-gas, preparation of natural fertilizers etc. Environment-based Green Assemblies: Trainees were sensitized to various environmental issues through value laden assemblies. They had an opportunity to share their experiences and contribute their ideas towards saving the planet and making this goal a viable reality. Tree Plantation Drives: Staff and students participated in the 'Greenathon Campaign' whereby saplings were planted around the campus of St. Teresa's to increase the green cover. Swachh Bharat Abhiyan: The students and faculty participated in a 'Cleanliness campaign' wherein they cleaned various areas in and around the campus clearing litter. Other Green Initiatives: The Institute banned the use of plastic by encouraging the use of metal and glass containers, banning spiral binding of projects, restricting use of unnecessary printouts and hardcopies of documents by gearing the mindset of students and faculty in the direction of online submission of projects and other documents. It replaced mementos presented to guests and visitors with eco-friendly gifts such as saplings, cloth carry bags, cloth files etc. In this manner the Institution maintained a distinct 'Green Edge' over other Teacher Education Institutions in Mumbai.



Provide the weblink of the institution

[https://www.sti-edu.in/agar/17\\_18/criterion7/agar2017\\_18\\_7.3.1\\_institutional\\_distinctiveness.pdf](https://www.sti-edu.in/agar/17_18/criterion7/agar2017_18_7.3.1_institutional_distinctiveness.pdf)

## 8.Future Plans of Actions for Next Academic Year

? 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 placed in reputed schools affiliated to the different Boards of Education. ? Hosting an International Seminar in collaboration with ICSSR. ? Networking with NGOs working on environmental issues. ? Celebrating significant days like Earth Day, World AIDS Day, Women's Day, World Water Day, International Day of Peace. ? Organising blood donation camps, ophthalmological testing, tree plantation drives, and rural camps for the benefit of the local community. ? Collaborating with Research organizations like TIFR, TISS ICSSR to pursue sponsored research projects. ? Collaborating with the NGO RUR and being a part of the Go-Green with Tetrapak Campaign launched by RUR in association with Reliance Fresh and Sahakari Bhandar. ? Collaborating with the Maharashtra State Commission for Women and hosting a seminar cum workshop for Women Empowerment. ? Conducting an orientation to MOOCs and the SWAYAM programme initiated by the Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity, and quality. ? Conducting a self-funded Personality Development and Soft-skills course for the student teachers. ? Organising an Interschool Competition on the occasion of Children's Day to provide a forum to schools to showcase, share and be awarded for their Institutional Innovative Practices.