Yearly Status Report - 2019-2020

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	**sheelaphil@gmail.com**
Address	**S V Road Santa Cruz West**
City/Town	**Mumbai**
State/UT	**Maharashtra**
Pincode	**400054**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Women**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Dr. Sheela Philip**
Phone no/Alternate Phone no.	**02226490252**
Mobile no.	**9821253255**
Registered Email	**sheelaphil@gmail.com**
Alternate Email	**stie73@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.sti-edu.in/assets/pdf/AQAR%202018-19.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.sti-edu.in/assets/calender/academic-calendar-2019-20.pdf

5. Accrediation Details

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

6. Date of Establishment of IQAC	**13-Jun-2003**

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

Big Five Talk Show (Refer to file attached below for the other events)	05-Oct-2019 01	107
View File		

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	National Human Rights Commission, New Delhi	2019 1	60609
St. Teresa's Institute of Education	Digital Literacy for Women	Maharashtra State Women Commission	2019 1	48116
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?	No

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

Refer to 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
Refer to file attached	Refer to file attached
View File	

14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
College Development Committee	05-Nov-2020

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

22-Jan-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)

The college has a well integrated indigenous Management Information System (MIS) is comprising of hardware computers with an Internet band width of 10 MPBS and Software (Google Drive Email Forms Sheets Slides Classroom Suite Maps Bloggers keep meet calendar contacts camera jio tags. Microsoft soft office software Excel Word PowerPoint presentation and YouTube • MIS : https://dhemis.maharashtra.gov.in year wise details are uploaded for authentic documentation. • Students Enrollment • Students Admission • Staff Salary • University Results • University Centralised Assessment Programme. • AICHE, NAAC, Statistical Data.

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 structure- The Institution follows the curriculum framework of NCTE and syllabus of the choice based credit system as prescribed by the University of Mumbai. Revision of the syllabus is done at the University level and the college ensures a well-planned delivery of the syllabus. Examination- The College follows Choice Based Credit System, Semester pattern examination system. Exam schedules are displayed well in advance through notices displayed on the notice board, website and WhatsApp. Internal assessment is done transparently and examined scripts with constructive feedback written are shown to students. Academic Calendar- At the beginning of the year an academic calendar is drafted focussing on all aspects of curricular and co-curricular activities. This academic calendar provides a plan for ensuring a well-managed delivery of all curricular and co-curricular activities. Orientation- At the commencement of each academic year, every faculty member provides students with an orientation of the subjects, reference lists for each course and the same is displayed in the prospectus provided to each student. The academic calendar is adhered to, so that the student has clarity on the amount of portion that will be delivered in a stipulated amount of time. Teaching Plan- The Teaching Plans lay out the modus operandi of curriculum delivery. The teaching plan includes various teaching methodologies to make teaching effective. The faculty enjoys complete academic freedom to plan and use various strategies and innovative activities for curriculum transaction. Timetable- The weekly timetables are set in accordance with the academic calendar. Both the academic calendar and the timetables are preserved each year as documentation. The institution displays a copy of the prospectus, academic calendar and ongoing activities on its website. To warrant an effective delivery of the curriculum, the college ensures use of ICT in classroom to make learning an interesting and enriching 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 is maintained and photographs and video clippings of activities are recorded. The curriculum is enhanced by conducting Value Added and Add-on Courses to ensure up-gradation of knowledge and enhancement of innovation and employability skills of the student-teachers. The institution networks with various NGO's 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 knowledge of the students by conducting Content Enrichment Workshops, wherein the students work in study groups along with their method masters to build up on their concepts and develop 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 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 Introduction	Duration	Focus on employ ability/entrepre neurship	Skill Development
Bio-ethics Course	NIL	08/08/2019	11	Employabil ity	Skill Development

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction

Nill	NIL	Nill

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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	01/07/2019

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
English Grammar Pro- Beginner to Advanced	06/02/2020	97
[View File]()		

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 Project	49
BEd	School Internship	97
[View File]()		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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 360 degrees feedback mechanism, wherein data is collected from students, teachers, employers, alumni and parents. Data obtained through the 360 degrees feedback mechanism is analysed, graphically represented, consolidated, compiled and documented. On the basis of this feedback, necessary changes or innovations are implemented on the basis of responses received. Students: The SWOT/SWOC analysis, entry and the exit point questionnaire are conducted at the beginning end of every year to obtain feedback from the student teachers and the faculty. It provides important information pertaining to the institution, the faculty and the quality of instruction provided. Oral/written feedback is obtained after major activities and programmes like Internship, Community work, Annual Day, Workshops/Seminars, Talks etc. and the same is analysed 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 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, 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 analysed 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 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 analysed 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 behaviour value systems. Alumni and Parents Feedback: This depicts the satisfaction quotient with the B.Ed. 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 programmes 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	58	50
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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
2019	99	Nill	7	Nill	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	Numberof smart classrooms	E-resources and techniques used

7	7	37	6	2	31

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[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

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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 the groups. At the start of the year students are put in the mentoring groups and allotted their mentor. Mentoring is carried out with an aim to achieve all round development of students by providing them necessary support and guidance. At STIE the mentoring groups are changed per semester so that students get guidance from all teachers. Students' problems are addressed by faculty members. But in case of major challenges, group of teachers along with the principal are involved to solve the difficulties. Apart from one to one session the constructivist feedback given after each and every activity also acts as one of the effective way in mentoring students. Not only faculty but also students are trained to mentor their peers. For peer mentoring senior students are given responsibility to help their juniors in academic sphere. This creates strong bonding between 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	7	1:14

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	8	4	Nill	8

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
2019	Dr. Giselle Ann Dsouza	Associate Professor	'Best Teacher – Educator Award 2019 – Western Region'
[View File](#)			

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	4EOO141	Semester 1	10/01/2020	09/03/2021
BEd	4EOO142	Semester 2	Nill	02/02/2021
BEd	4EOO143	Semester 3	13/12/2019	02/02/2020
BEd	4EOO144	Semester 4	12/10/2020	07/11/2020

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)
At college level, the students are evaluated continuously through curricular and co-curricular activities. Students are assessed for their all-round development by organizing the competitins like Talent Search, Poetry Recitation Competition, Poster Making, Card Making, Diya Decoration, Mehendi Art, Rangoli Art, Lantern Making, Teaching-Learning Material, E-module, Miss Education, Street Play, Picture Perfect Contest, Indoor and Outdoor Games etc. Apart from this, students' progress is monitored carefully through various celebrations and their performance shown in planning and execution of various events such as seminars, talks, workshops, conferences, campus placement, Eco-Fest Planit-E 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 English Grammar Pro - Begginer to Advance Course. At the prescribed level, for theory courses 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 actoivities conducted for Ability Courses. Also during class activities during lectures students are assessed for their development and progress. B.Ed. course being a teacher training course involves a good amount of practicum work which is listed in Project Based 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 on page no. 15.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)
Smooth functioning of the academic year depends on systematic planning. For this purpose academic calendar is prepared before starting of the year. It gives the glimpse of the activities to be held for the new academic year. It thus helps the faculty members in systematic planning and organization of various events. It benefits students in planning their study schedule and also makes them physically and mentally ready for the 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 internship, examination dates, class test and essay dates, mid-term break, various competitions and celebrations etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered for the year. Before administering the academic calendar it is presented to 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 web link of the academic calendar for year 2019-20 is https://sti-edu.in/assets/calender/academic-calendar-2019-20.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://www.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	50	50	100
4EOO142	BEd	Education	48	48	100
4EOO143	BEd	Education	49	49	100
4EOO144	BEd	Education	49	49	100

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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://sti-edu.in/aqar/19_20/criterion2/aqar2019_20_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	00	N.A.	0	0

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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
Big Five Talk Show	N.A.	05/10/2019
Institute with Distinctive Status Award	N.A.	20/11/2019
National Level Webinar on Education GenNext: Perspectives, Opportunities and Challenges	N.A.	19/05/2020
Workshop on Women Digital Literacy	N.A.	18/01/2020

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
Outsatnding Contribution and Innovative Approaches in the field of Teacher Education	Dr. Giselle Dsouza	NCTE, Government of India	29/10/2020	Best Teacher Educator Award 2019-2020 Western Region.

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
St.Teresas Institute of Education	Creation of Interactive E-content	St.Teresas Institute of Education	5 Day Online National Workshop on Interactive E-Content Creation in collaboratio n with Universal Teachers Academy, Puducherry.	Workshop	08/05/2020
St.Teresas Institute of Education	Empowering Teachers for Online Teaching	N.A.	5 Day Online National Workshop on Empowering Teachers for Online Teaching	Workshop	26/05/2020
St.Teresas Institute of Education	Tech Savvy Teachers	St.Teresas Institute of Education	A 5 days National Level Faculty Development Programme on Creating Tech-savvy Teachers for Future Classroom	Faculty Development Programme	06/06/2020
St.Teresas Institute of Education	E-Content Development	N.A.	E-module preparation	Digital Literacy	30/01/2020
St.Teresas Institute of Education	Institute with Distinctive Status Award	MEDWIZ HEALTHCARE C OMMUNICATION S PVT LTD	Institute with Distinctive Status Award	Accrediting Quality Initiatives at School Level	04/04/2019
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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
NA	Nill

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)
Nill	NA	Nill	00

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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
St.Teresas Institute of Education	10

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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
N.A.	00	00	Nill	0	00	Nill

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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
N.A	Nill	Nill	Nill	Nill	Nill	Nill

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	6	48	13	20

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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
Community Outreach	Muktangan Group of Schools (NGO)	6	49
Workshop on Womens Digital Literacy	Maharashtra State Commission for Women	8	97
DAAN UTSAV	SPARSHA (NGO)	8	94

Safeguarding Teachers from ENT Job Hazards	STIE Alumni and Health Cell of STIE	8	92
Go-Green with Tetra Pak Campaign	RUR	8	24992
Eco-Fest	RUR, SOSVA, TRAILBLAZERS, CITIZEN BANK, SAHAKARI BHANDAR, RELIANCE FRESH, TETRAPAK	8	985
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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
Go Green With tetra Pak Campaign	Certificate of Appreciation	RUR	97
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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 activites	Number of students participated in such activites
Go Green with Tetra Pak Campaign	RUR	Go Green with Tetra Pak Campaign	8	24992
Save Water- Safe Water	SOSVA	Save Water- Safe Water	1	14415
Multiply the Message	TRAILBLAZERS	Workshop by Trailblazers on Environment and Sustainability	8	49
Eco-Fest	RUR, SOSVA, TRAILBLAZERS, CITIZEN BANK, SAHAKARI BHANDAR, RELIANCE FRESH, TETRAPAK	PLANIT-E	8	985
Training Programme	National Human Rights Commission, New Delhi	One day Seminar on Human Rights	8	97
Womens Digital Literacy	Maharashtra State Commission for Women	Workshop on Womens Digital Literacy	8	97
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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
N.A.	00	00	00

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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 Semester II and IV	St Thomas High School, St Theresas HS, St Anthonys HS, Our Lady of Remedy HS, St Louis Convent HS, St Elias High School, Khar Our Lady of Nazareth, St Thomas Academy, St Marys HS, Our Lady of Health Sahar	27/01/2020	29/02/2020	97
Internship	Internship Semester III	St Thomas Academy, Our Lady of Health, Our lady of Remedy, St Thomas High School, St Charles Convent High School, St Annes High School, Our Lady of Nazareth, St Elias High School, Canossa Convent High School, Annasaheb	08/07/2019	28/09/2020	49

		Vartak Jr College, Muktangan				

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
Shri Ambika Yoga Ashram	01/06/2019	Embracing Yoga: A sound Mind in a Sound Body	51
MEDWIZ HEALTHCARE COMMUNICATIONS PVT LTD	04/04/2019	Accrediting Quality Initiatives at School Level	115
TITAN COMPANY LTD	09/04/2019	Disseminate information on eye health and vision care	115
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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
6	6.09

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Classrooms with LCD facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing

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	1.6.4	2018

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	2033	Nill	Nill	Nill	2033	Nill
Reference Books	9916	2044769	77	22448	9993	2067217
e-Books	97000	Nill	Nill	Nill	97000	Nill
Journals	13	9010	5	25480	18	34490
e-Journals	6000	Nill	Nill	Nill	6000	Nill
Digital Database	1	42550	Nill	5900	1	48450
CD & Video	240	Nill	Nill	Nill	240	Nill
Library Automation	1	230312	Nill	Nill	1	230312
Weeding (hard & soft)	Nill	Nill	Nill	Nill	Nill	Nill
Others(specify)	600	Nill	Nill	Nill	600	Nill

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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
NIL	NIL	NIL	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	64	1	1	0	0	1	0	10	0
Added	2	0	0	0	0	0	0	0	0
Total	66	1	1	0	0	1	0	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 EOS 1100D Camera (MACRO 0.25m/0.8ft	https://sti-edu.in/aqar/19_20/criterion 4/e-modules.php

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 incurredon maintenance of physical facilites
4.03	9.68	3.53	4.93

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 e-resources 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 247access. 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 utilisation of physical and electronic resources available through 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 measure. 7. AMC for water purifier, 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 purpose and to keep financial transactions including purchase and infrastructure. 11. Class Rooms are equipped with necessary ICT tools which are utilized as per the time table. 12. The college premises and campus are cleaned on daily basis by support staff and is monitored by institute head. Pls Refer: https://www.sti-edu.in/college-resources.php https://www.sti-edu.in/library-rules-regulations.php

https://www.sti-edu.in/general-rules-regulation.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
Workshop on Digital Literacy	18/01/2020	79	MSCW
Value based Assemblies	01/07/2019	98	Nill
Book Bank Facility	01/07/2019	49	Nill
English Grammar Pro-Beginner to Advanced	06/02/2020	97	Nill
Bio-ethics Course	08/08/2019	49	FIAMC Biomedical Ethics Centre ,Mumbai
View File			

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 passedin the comp. exam	Number of studentsp placed
2019	Workshop	49	Nill	3	3

| 2019 | Preparing e-portfolio | Nill | 49 | Nill | Nill |

on TET

View File

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
14	14	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
14	47	7	18	40	24

View File

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
2019	9	Nill	Nill	Nill	Nill

View File

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	3

View File

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

Activity	Level	Number of Participants
Tree Plantation Drive	Institutional Level	98
Session on Classical Folk and Music	Institutional Level	91
Session on Drama and Art	Institutional Level	91
English Language Day Celebration	Institutional Level	94
World Mathematics Day	Institutional Level	99
Vachan Prerna Divas	Institutional Level	92
Constitution Day	Institutional Level	96
Talent Search	Institution Level	98

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
Nill	NIL	Nill	Nill	Nill	N.A.	N.A.

No file uploaded.

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

In the year 2019-20, a Student Council was elected by volunteering students and headed by the council leader none other than Dr. Reshma Rodrigues. The following committee members were involved in the activities conducted by the council: Jezebel Creado, General Secretary, Members: Olivia Lobo, Venessa Fernandes, Asma Qureshi, Neressa Lopes. Following activities were conducted by student council members: Prison Ministry Sunday, Miss Education Contest, Various competitions like Poetry Recitation, Quiz on English Language, Poster Making, E-Module preparation. At the event of Dan Utsav, Student Council members collected household items and donated them to a local NGO. They celebrated days like English language day, World Mathematics day, Vachan Prerna Divas, Childrens Day, Diwali Celebration. Teachers day celebration, Christmas celebration, Management day celebration. Being a part of Heath Cell, Student Council members helped to conduct talks on health issues like Safeguarding Teachers from ENT job hazards. Under Womens Development Cell, Council members helped to organize the workshop on Womens Digital Literacy. The biggest events conducted in the St.Teresas Institute of Education: All Mumbai Environment Festival PLANIT-E and RUR-Go GREEN with Tetra pak- their contribution was overwhelming. The Council played a vital role in planning and executing the academic activities and mediating between the students and teachers to help solve communication and knowledge-based issues: be it planning exams and tests or conducting doubt sessions.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

1490

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

5750

5.4.4 – Meetings/activities organized by Alumni Association :

Following Activities organized by Alumni in the year of 2019-20 All Mumbai Environment Festival PLANIT-E, Institute with Distinctive Status Award, Big Five Symposium, Session On Online Tools

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)

Institution with Distinctive Status Award Objectives of the Practice: To instill accountability for novel teaching-learning transactions initiated and sustained at school level To document and validate practices that are distinctive To initiate research-mindedness in the teaching community through paper reading and publication To create a repository of best practices at school level To review and certify the distinctive practices To raise quality standards at school level To share and disseminate success stories Collaborators MedWiz Healthcare Communications and Titan EyePlus collaborate with the institution by providing the finances St. Teresa's Institute of Education celebrates Children's Day with a difference! It hosts a platform for schools across Mumbai to showcase practices they customize to cater to the specific needs of their student population or even to a single child who needs special nurturing. Transactors of school education come together to deliberate on innovations in their institutions. It gives schools a chance to document what they do differently outside the prescriptions of the Board. The podium enables schools to showcase how each school customizes education to meet social relevance and real need. Custodians of education justify how the value-addition they incorporate renders essence to the education they impart. Finally, the event tries to bust the myth that novel initiatives need heavy funds. It is this philosophy that bridges schools of different types to participate in healthy deliberations. This in turn is meant to empower the youth of today with holistic growth, creating a community that is aware and prejudice-free, reflecting global citizenship. Digital Literacy Workshop We at STIE hosted a Digital Literacy Workshop for women in collaboration with the Maharashtra State Commission for Women. The faculty incharge was given the entire responsibility to conduct the Workshop. It was a combined effort of all the members and they did their best. The Commission's Mandate can be divided under four heads: • To safeguard rights of women granted by the Constitution and Laws. • To study problems faced by women in the current day and make recommendations to eradicate these problems. • To evaluate the status of Indian women from time to time. • To fund and fight cases related to women's rights violation. The participants were helped to log on to the wifi and they were given hands on experience to the various apps such as maps, camera, google search and the like. They were given an insight to the government schemes like the Sukhanya Samridhi Yojana that was introduced to help women. This workshop highlighted the importance of digital literacy and how it would help women combat any difficult situation which would attempt to prove them weak, inferior and unworthy. They brought to light apps like 112 and Tejaswani which is an application that could be used in times of emergency that are available for everyone to make daily chores easy. The main aim of the session was to educate as many illiterate women in the digital world by setting the foundation for this noble task. It was a meaningful session wherein each participant left with a better understanding of the digital world.

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
Curriculum Development	• The college follows the curriculum prescribed by the University of Mumbai to which it is affiliated. • The curriculum is designed to develop

	attitude, skill and knowledge in the student teachers. It comprises of a Theory Component and a Practicum Component. • 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.
Examination and Evaluation	The institution tries to follow the Year Plan program in order to conduct the summative evaluations. However, students partake in the actual arrangement of dates. They brainstorm and draw up a time table within the time line given to them. They set gaps between subjects based on the felt difficulty level.The group is given a short study leave which is meant to give them an impetus to step into the study mode. The faculty provide reference material to students. During the Pandemic, for the first time online platform was used to evaluate students' academic performance. The faculty oriented and guided students for this new mode of examination.
Research and Development	The College aims to foster a spirit of research mindedness in its staff. The faculty publishes papers in Journals, books etc. In view of organisational and professional advancement the Principal encourages the faculty to undertake minor and major research projects. This served to empower the teacher educators with the confidence and much needed expertise that is needed. Students are encouraged to take up small action research projects on the current educational problems. This develops their research skills and equips them with knowledge of the recent developments and trends in the field of educational research.
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
Human Resource Management	An action plan is drawn up at the commencement of each academic year. The selection of staff members to the different committees is made with due care and deliberation keeping in mind the factors such as proficiency, skill, rotation of portfolios, individual workload etc. At STIE the vision and mission is always the focus of our curricular and co-curricular activities. Besides the faculty the Institution invites eminent resource persons from different fields of specialisation to conduct sessions for students in their areas of expertise. These sessions are planned in advance for the convenience of both the college and the visiting experts.
Industry Interaction / Collaboration	The All-Mumbai Intercollegiate festival Planit-E served to network with a large number of 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. 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.
Admission of Students	Our Institution is affiliated to Mumbai University hence we follow the guidelines and procedure as per the University. When the allotted students complete their verification of documents. 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. The staff members also interact with the students. We put them at ease and

	give a detailed explanation about the B.Ed Course.
Teaching and Learning	The teacher educators are facilitators of learning and they reflect the pragmatic philosophy. Therefore, the capability within pupils is tapped using outward informative resources to provide teaching-learning in an all-inclusive environment. Multimodal activities used to impart the curriculum contribute to education of the head, the heart and the hand as propagated by Gandhiji in his 'Nai Talim'. The contextualized curriculum, gives students exclusive chances to relate learning to life. .Practice Lessons are correlated with the core elements listed in the National Policy of Education, 1986.This helps emphasize the moral accountability of teachers to contribute to a more virtuous society.

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

E-governace area	Details
Planning and Development	These are the following portals that we work on UGC, NCTE, PAR, Mumbai Digital University, Kalina - https://mum.digitaluniversity.ac There are separate formal whatsapp groups for staff and students which are used for regular updates including schedules and important announcements. The routine lectures that are scheduled are put up on both the groups to avoid any clashes. Any new circular related to staff or students is communicated via whatsapp. The hardcopies of the circulars are filed in the appropriate files. Before each semester begins the module wise distribution is done in a formal meeting. Each faculty is also made accountable for one subject. Any information regarding job vacancy is forwarded to the alumni groups via whatsapp. Co-ordination with the visiting faculty is done via Email or whatsapp or both .
Administration	These are the following portals that we work on DHE, MIS, Statistical Unit of Mumbai University, TAAS, AISHE All circulars are e circulars from Management, from the Principal to faculty, from Program Coordinator to students. Folders are created for all master documents subject wise. Scanned copies of all important documents are preserved in these folders. These

	documents are also preserved in the mail inbox of the concerned Staff in appropriate folders.
Finance and Accounts	These are the following portals that we work on - Htesevaarth, UGC PFMS. Tally software is used for accounts. The PCs are linked with each other as Multi user with LAN. Internal audit is carried out twice a year systematically. The salary bill is done through the above stated portal . After we receive a voucher number the salary is updated of which print outs are taken out of which one copy is submitted to the Joint Directors office and one copy is kept for office record. CAS promotions and other promotions which take place are updated.
Student Admission and Support	These are the following portals that we work on - MH-CET cell, AISHE, ARA, MahaDBT, NPSportal, Mumbai Digital University B. Ed admissions are centralised and is carried out by Government of Maharashtra. Online document verification of students is done by Admission Regulating Authority. Merit list for admission is generated online for the spot round. College registration for CET at Government of Maharashtra is online. Doubts of the candidates related to documents and process are responded through mail Eligibility procedure at university is online. Enrolment procedure is online and students are provided support by the college to complete the procedure. Students are given access to the computer lab and Internet facilities. The Principal, Faculty and Clerical Staff are empathetic offer guidance and support to the aspirants.
Examination	https://mum.digitaluniversity.ac The students are given instruction and mock drill on the examination processes like exam form filling, hallticket generation, attendance at the time of examination are online processes. All results (including re-evaluation) are declared on the University website.

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	Name of the professional body for which membership	Amount of support

		support provided	fee is provided	
2019	**Refer to file attached**	**Refer to file attached**	**Refer to file attached**	**8650**
		[View File]()		

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)
Nill	**Refer to file attached**	**Refer to file attached**	**Nill**	**Nill**	**Nill**	**Nill**

[View File]()

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 programme	Number of teachers who attended	From Date	To date	Duration
Refresher Course	**1**	**29/05/2019**	**12/06/2019**	**14**

No file uploaded.

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
8	**8**	**6**	**6**

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	**NIL**	**SC/ST/OBC Scholarship**

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
Refer to file attached	**0**	**Refer to file attached**

[View File]()

6.4.3 – Total corpus fund generated

20001.00

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	Nill	No	Nill
Administrative	Yes	AG Audit	Yes	Rao Ashok Chartered Accountant

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

* Prison Ministry Outreach- this venture was whole-heartedly supported by the parents who contributed toiletries which were donated to prisoners. • DaanUtsavturned out to be a great success with parents extending their help by donating used utility articles which were in good condition. • During the TetrapakGreen Campaign the parents were more than willing to help us in this endeavour. The success that we achieved was because of the combined effort of the school students, the D.Ed and B.Ed students along with their parents. It was good to see them working for the good of society.

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

* Training in 7th Pay Commission Accounts workshop for office staff. • Two staff members attended a Seminar on Guidelines for implementation of 7th Pay Commission for Non- Teaching Staff • Library staff member attended a workshop on NDLI Workshop and also on SLIM:Library Management System

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

* Collaboration with NGO Muktangan for internship as well as community outreach gave the teacher-trainees. • Online workshops such as a 5 day National Level Faculty Development Programme on 'Creating Tech-Savvy Teachers for Future Classrooms', a 5 day Online Workshop in collaboration with Universal Teachers Academy, Puducherry on Interactive E-content Creation, a 5 day National level online workshop on Tech Tools for Teachers were organised to empower school teachers for online teaching. It has also helped disseminate information about and hands-on experience in using online tools. • Strengthening Communication Skills and English Language Proficiency and Mastery of students

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
2019	The RIPPLE MODEL of Social Awareness	31/08/2019	14/06/2019	13/03/2020	114

2019	Institute with Distinctive Status Award	31/08/2019	20/11/2019	20/11/2020	103

No file uploaded.

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
Digital Literacy Seminar Cum Workshop by MSCW	18/01/2019	18/01/2019	220	Nill
Gender Jurisprudence in Indian Context	04/12/2019	04/12/2019	55	Nill
Women related health issues as a part of Bioethics course	08/08/2019	15/02/2020	49	Nill
Assemblies on Women Empowerment	01/07/2019	31/05/2020	107	Nill
Self Defense Workshop	11/11/2019	11/11/2019	102	Nill
Human Rights Seminar	27/02/2020	27/02/2020	112	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. It believes in natural ventilation and hence no ACs are installed in any of the rooms except the Conference room and the Computer laboratory. 3. A Rain Water Harvesting system was installed on the campus.

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
Nill	Nill	Nill	Nill	Nill	Refer to the EXCEL File uploaded for all the Initiatives.	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	08/06/2019	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.
Brochure for National Webinar on Education GenNext : Perspectives,	20/04/2020	A brochure detailing important information about the seminar was

Opportunities and Challenges		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, 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 participation.
Flyer for the Award-Winning Platform for Schools titled: Showcasing Institutional Innovative Practices: An Interschool Competition	11/11/2019	The flyer comprised of preliminary details about the title of the event, venue, date, theme, guidelines for manuscript preparation, deadlines for submission, registration and contact details, guidelines for participation, award details, organizing committee, programme schedule and the Registration Form. In this manner, all the instructions and relevant details were communicated to the stakeholders intending to participate in the event.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Refer to the EXCEL File for all the Activities conducted.	Nil	Nil	Nil

View File

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 11 competitions related to environmental issues and 70 institutions taking part in the festival. 2. Go Green with Tetra Pak Campaign: The college is a collection centre for used Tetra Paks to achieve the goal of Environmental protection. The institution was awarded for being the highest performing spoke with a total of 14,251 Tetra Paks for the year 2019. 3. Save

Water Safe Water Project: Student-teachers were first sensitised to the importance of water conservation and thereafter they conducted this project in 5 Mumbai based schools wherein 14,416 school students were introduced to concepts such as water crisis and its causes, water scarcity and techniques of water conservation such as rainwater harvesting. 4. Banning the use of Plastic: The Institute undertook the initiative to ban the use of plastic by encouraging the use of metal and glass containers for carrying food and snacks. Spiral binding of projects by students was discontinued. 5. Paperless Office Transactions: Dissuading the use of unnecessary printouts and hard copies of documents by changing the mindset of the students and faculty in the direction of online submission of projects and other necessary documents. 6. Tree Plantation Drive: The students and faculty engaged in a tree plantation drive to propagate environmental values. The institution actively and constantly keeps expanding its green cover by planting different varieties of medicinal and decorative trees and plants. 7. Initiating the felicitation of guests/visitors with Eco-friendly gift items: The Institution replaced mementoes presented to guests and visitors with eco-friendly gifts such as saplings, cloth carry bags, cloth files etc. 8. A Charity Drive to stress the importance of the Reduce-Reuse-Recycle Principle : The college conducted a charity drive wherein used utility articles in good condition were collected and donated to the NGO SPARSHA. This was a part of the celebration of the DAAN Utsav and Joy of Giving week, which instilled values of conservation in the students and faculty. 9. E-module Competition: The college organized an E-module competition wherein student teachers prepared E-module presentations to orient school students on topics related to the theme for the year - Technology. 10. Session on Biodiversity: The F.Y.B.Ed. students were oriented to the various causes and effects of loss of biodiversity in order to sensitize them to their role in environmental conservation. 11. Multiply the Message Workshop on Environment and Sustainability by Trailblazers Foundation Inc: A One Day Workshop comprising of inputs on various themes of environmental significance was organized for the student teachers to create an awareness of pressing environmental issues and what can be done to remedy the same. The session comprised of interactive activities and games, to convey lasting green messages.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1.Title of the Practice (A): The RIPPLE MODEL of Social Awareness 2. Objectives of the Practice: ? To sensitise student-teachers to their role in Environmental Stewardship ? To transform the student fraternity in schools and colleges into agents of change ? To add a creative dimension to the existing eco-friendly practices ? To alert society to the threat of environmental degradation ? To actively engage and involve every member of community to walk the green talk ? To provide a forum for networking between various stakeholders and usher in a Green Evolution 3. The Context: The threats facing humanity in terms of environmental degradation are insurmountable. If we have to avert this impending calamity, each of us has to make an informed choice to make a difference. What better way than to sensitize, empower and involve the student fraternity by transforming them into agents of change. This feat requires that the existing myopic attitudes and lackadaisical mindsets be phased out and steadily replaced by a positive outlook, a committed approach, a focused plan and a phenomenal end to the existing polluting practices in order to usher in a Green Evolution. The significance of the RIPPLE model lies in that the positive influence of an event can be experienced far beyond its immediate location. 4. The Practice: The syntax of the RIPPLE model has been described below using the acronym RIPPLE: ? Phase 1: Research for a Relevant theme This is the primary and most important phase of the model as it determines the extent and reach of

the project in question. ? Phase 2: Inform and Involve all the stakeholders It comprised of identifying a core team of committed representatives, explaining the logical basis of the proposed project, orienting the core team to the specific objectives and expected outcomes of the activity in question and networking with the other stakeholders through the project. ? Phase 3: Plan the Particulars The various dimensions of planning can be summarized through the five 'W's' what, who, when, where and why. ? Phase 4: Phase the Plan of action 1: The trainees and core-team were first oriented to the Tetra Pak collection process by RUR. 2: In the following week trainees served as Green Champions to orient the school students and teachers to the Tetra Pak collection drive. 3: The trainees oriented their neighbourhoods to the cut-clean-flatten process. 4: The Tetra Paks from the 4 participating institutions and neighbourhoods were collected by trainees weekly, recycled, counted and submitted to RUR. 5: The 10,555 cartons collected in the first year were exchanged for a garden bench and Tetra Pak collection bin which were installed on the campus. Feedback was then gathered from all the stakeholders and analysed. ? Phase 5: Learn and Lead by example It is imperative that every participating member irrespective of rank and title engages in the activity sincerely. It takes a Green Team to launch a Green Dream. ? Phase 6: Evaluate whether the objectives have been achieved and Extend the reach for the following year Feedback from the stakeholders was obtained to serve the purpose of inviting constructive criticism and invaluable suggestions for improvement which can overcome the odds encountered. The project can then be extended to a bigger group and wider location the next time it is launched so as to widen its reach. 5. Evidence of Success ? Propagating Environmental values: The model helped each student-teacher to function as a ripple and be instrumental in spreading environmental consciousness by sensitizing society to its role in environmental stewardship. ? Developing organizational and leadership skills: In serving as Green Champions the student-teachers mastered the skills of setting objectives, scheduling tasks, monitoring progress, making decisions, implementing constructive suggestions, time management and networking effectively and efficiently. ? Empowering students to be agents of change: The model proved that education is not only restricted to the classroom but rather should help students to heed the needs of the world they live in by putting into practice the education they receive. ? Creating waves of awareness regarding a worthy cause: A total of 10,555 used Tetra Pak cartons collected in the 1st year of the project increasing to an all-time high of 15,471 cartons in the 2nd year, earning the Institution the title of the Highest Performing Spoke in Mumbai for the year 2020. 6. Problems Encountered and Resources Required The practical problems encountered were: ? Some of the Tetra Paks collected were soiled and hence led to foul odours. ? Orienting and monitoring the younger students of the primary section to get familiar with the processing of the cartons was difficult. ? Coordinating the timely pickup of the collected Tetra Pak cartons was tedious and delayed. Resources required: ? Tetra Pak collection bin ? Pick up facility and transportation ? Dedicated faculty and student-teachers to engage in the cut-clean-flatten process. ? Storage space for storing the bundles of cleaned Tetra Paks. 1.Title of the Practice (B): Institution with Distinctive Status Award 2. Objectives of the Practice: ? To instill accountability for novel teaching-learning transactions initiated and sustained at school level ? To document and validate practices that are distinctive ? To initiate research-mindedness in the teaching community through paper reading and publication ? To create a repository of best practices at school level ? To review and certify the distinctive practices ? To raise quality standards at school level ? To share and disseminate success stories 3. The Context: St. Teresa's Institute of Education celebrates Children's Day with a difference! For this purpose, it hosts a platform for schools across Mumbai to showcase practices that they customize to cater to the specific needs of their student population or even to a single child who needs special nurturing. Transactors

of school education come together to deliberate on innovations in their institutions. It gives schools a chance to document what they do differently outside the prescriptions of the Board. The podium enables schools to support their success stories with evidence, thus showcasing how each school customizes education to meet social relevance and real need. Custodians of education justify how the value-addition they incorporate renders essence to the education they impart. In other words, makes them distinctive! The event is also meant to create networking among schools, taking education to a level where public-private partnership becomes symbiotic. Finally, the event tries to bust the myth that novel initiatives need heavy funds. It is this philosophy that bridges schools of different types to participate in healthy deliberations. This in turn is meant to empower the youth of today with holistic growth, creating a community that is aware and prejudice-free, reflecting global citizenship. 4. The Practice: ? Invitation The event date is arrived at in consultation with networking schools. An aesthetic brochure and invitation are prepared to match the theme. This is then hand-delivered by our teacher-trainees to the schools. Email, social media, and telephone calls are used to widen the scope of awareness. ? Help Desk A help desk of responsible staff members is set up to answer queries. ? Evaluators / Judges Educators who have served in pivotal roles in higher education and who have held important portfolios with NAAC are invited to act as evaluators/judges. They peer review the submitted papers and shortlist ten best papers for presentation. ? Presentation and Publication Authors of the selected papers make a podium presentation of these at the event, in the presence of principals, teachers from various schools, and teacher-trainees. All submitted papers are published by the College Research Cell Pratiti as Proceedings, with an ISBN. ? Collaborators MedWiz Healthcare Communications and Titan EyePlus collaborate with the institution by providing the finances. 5. Evidence of Success: ? Awareness of the objectives and goals of this event has increased with each year. ? The number of participating schools and delegates has increased over three years. ? Participants have recognized this forum as one that promotes and rewards quality practices and encourages replicating these practices in other schools when planning for the future. ? Since, unlike in higher education, schools do not have an accrediting body, participants feel that this forum serves as a neutral body for documentation, appraisal, and validation. 6. Problems Encountered and Resources Required: Problems Encountered: ? Fixing a date that suits the convenience of participating schools, since the event is positioned around Children's Day and schools have their own celebrations. ? Identifying and obtaining consent from qualified evaluators/judges, and meeting timelines with them, since they have their own duties and responsibilities elsewhere. ? Overcoming reluctance among schools to participate, because of a hidden apprehension that good practices can come only from international Boards with sound funding. Resources required: ? Our institution has the infrastructure needed to host such events, including a hall with necessary electronic gadgets. ? Banners are refurbished and reused each year. ? Finances are needed for token remuneration and travel allowance, and for publication of brochures, invites, and proceedings. ? Maximum use is made of electronic media to minimize expenditure.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://sti-edu.in/aqar/19_20/criterion7/aqar2019_20_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

S.T.I.E. has always been committed to the goal of 'Environmental Stewardship'

which gives it a distinguished green edge over the other colleges in Mumbai. All-Mumbai Inter-school/Inter-college Environment festival-Planit-E: The college took pride in hosting the All Mumbai Interschool / Intercollegiate Environment festival Planit-E on 16 / 17 Nov 2019 for the fourth time in succession. The title implies that each individual participating in the festival is invited to plan the planet of their dreams. The festival saw an overwhelming participation of around 80 educational institutions across the Metropolitan giving it the status of a Mini Earth Summit! The fest promotes healthy liaising of academicians, media personnel, NGOs, alumni, environmentalists and corporate organizations paving the way for inter-disciplinary learning and amalgamation of ideas and opinions. From the eco-friendly décor to the prizes given away it's a green fest all the way! The highlight of the festival is the social element added every year beginning with the DAAN Utsav, which includes a charity drive by the teacher-trainees to reach out to the less fortunate children across Mumbai. Now it doesn't just stop right there because this festival encompasses a gamut of competitions on diverse environmental themes which are creatively thought out all with a Green Tinge. The basic ideology behind it all is to make each trainee an entrepreneur in their own right, providing them a platform to hone their organizational and communication skills. Thus, it is an honour to state that Planit-E is the 'Green Jewel' in the crown of S.T.I.E. Winning the Green title for the Highest Performing Spoke in the 'Go-Green with Tetra Pak' Campaign: This project aimed at sensitizing student-teachers to their role in Environmental Stewardship, transforming the student fraternity into agents of change, adding a creative dimension to the existing eco-friendly practices, alerting society to the threat of environmental degradation and providing a forum for networking between various stakeholders and usher in a Green Evolution. It was based on the RIPPLE MODEL of Social Awareness. The college performed phenomenally well collecting an all-time high of 15,471 cartons in a year. The Save Water - Safe Water Campaign: Taking its green vision and mission a step further, S.T.I.E. collaborated with SOSVA in this initiative wherein student-teachers were first sensitized to the importance of water conservation and thereafter they conducted this project in 5 Mumbai based schools orienting 14,416 school students to concepts such as water crisis and its causes, water scarcity and techniques of water conservation such as rainwater harvesting. Workshop by Trailblazers Foundation Inc. on Climate Change and Sustainability: The college also collaborated with Trailblazers to sensitize our student-teachers to issues of environmental concern through a one day workshop etc. E-module competition: This focused on the theme of Technology covering myriad dimensions such as 'Applications of Technology', 'Rural Health', 'Social Media', 'Sustainable Development', 'Food Technology' and 'Space Technology'. Thus, teaching didn't end at academics but more importantly transcended the boundaries of a classroom by ensuring that students were transformed into responsible future inhabitants of the planet.

Provide the weblink of the institution
https://sti-edu.in/aqar/19_20/criterion7/aqar2019_20_7.3.1_institutional_distictiveness.pdf

8.Future Plans of Actions for Next Academic Year

The prospective plan of activities to be conducted during the Academic year 2020 - 2021: ? Conducting Theme Teaching on Plant Health to sensitize student teachers to different sub-themes of Plant Health. ? Collaborating with eArth Samvarta Foundation for the PhoneShaala Project to create an audio repository for underprivileged children across the country in view of the ongoing COVID-19 pandemic. ? Organising a Talk show titled "The Big Five" on the Continuous Comprehensive Evaluation Programme in schools will be organised online and conducted as a panel discussion featuring alumni placed in reputed schools

affiliated to the different Boards of Education in India and overseas. ? Hosting a National Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework' to help ascertain the extent to which an institution complies with the seven NAAC criteria and to provide insights on efficiently managing assessments and analyzing NAAC related documents. ? 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. ? Conducting an Electronic Information Literacy Certificate Course to help teacher trainees get ready for inevitable change in the knowledge society due to post pandemic conditions in the internet age. ? Conducting a Tech-Fluent Teachers Certificate Course to equip student teachers with technical know-how and skills, to instill confidence in them to transact online teaching-learning in context of the present times and to add a technological dimension to Teacher Education. ? Conducting a Certificate Course on the 'Fundamentals of career and college counseling (Introductory Level)' in collaboration with IC3 Institute. ? Introducing the VENTEL Cell (Vocational Education Nai Talim Experiential Learning) to create young entrepreneurs of the future and to introduce an element of earning while learning. ? Conducting a self-funded English Grammar Pro – Beginner to Advanced (Grammar Course 35 hours) for the student teachers to enhance Refinement in spoken and written English. ? Conducting a Certificate Course in 'Social Conscientization Methodology' to make student teachers skilled in observing the invisible, adept in handling data significantly and proficient in articulating research inferences and issues. ? Initiating the 'Heartfulness Education Teacher Training Programme' to expose student teachers to the 21st century styles of learning and their implementation in the classroom and to provide them with an experience of Heartfulness techniques, and how to share this knowledge with others. ? Organizing the 'Campus Interview Programme' for the student teachers as part of student support in online mode in view of the pandemic situation for placing them in schools in Mumbai and overseas.