



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. TERESA'S INSTITUTE OF EDUCATION

S.V. ROAD, SANTACRUZ WEST, MUMBAI 400054

400054

www.sti-edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Teresa's Institute of Education, is an educational institution of long-standing repute established in the year 1973 by the sisters of the Carmelite Congregation of Religious (CCR). It was one of the first teacher-education colleges for women affiliated to the University of Mumbai and holds the status of a Christian minority aided institute. The college is located in Santa Cruz in Mumbai, housed on a sprawling green estate of 15,175 sq.m., making it a green jewel in the heart of the Western suburbs of the Metropolitan city. The campus is conveniently situated and is easily accessible by road and rail. It is shared by three other educational institutions run by the same religious congregation, transforming the environment into a learning hub where quality education is the paramount goal with special emphasis on education of the girl child.

Popularly referred to as S.T.I.E., the college is recognized for its high quality benchmarks on the educational landscape both local and global. It has been reaccredited with an A grade from the NAAC in the 3rd cycle of accreditation and has been committed to the noble cause of teacher education for nearly five decades. The institution diligently works towards the lofty ideals of creating teachers who have a blend of proficiency and passion at its best. The focus is on training aspiring teachers to hone skills of head, hand and heart to groom them not only for school- teaching but for life itself. Student teachers emerging from the portals of St. Teresa's have created their own brand with competence, commitment and skill sets of the 21st century being the quality indicators of the training they receive. This has helped them scale the heights of excellence taking them to the ranks of principals, co-ordinators and supervisors in educational institutions both in India and overseas.

The college shares a cordial relationship with its stakeholders, widely networking with alumni, schools, NGOs, Community-Work Centres and other educational institutions through collaborations and Memorandums of Understanding. This optimises the utilisation of its own resources and also provides promising opportunities for up-scaling the knowledge and skills of its student teachers.

Vision

The acronym S.T.I.E. by which the college is commonly referred to, spells out the Vision Statement of the Institution, namely, Sensitive, Tolerant, Innovative Education. This serves as a driving force and beacon of light, always keeping the institute and its members on track, committed towards transforming education from a mere product to a process of imbuing qualities of head, hand and heart in every student training within its portals. The daily value-based assemblies, community work, outreach programmes and visits to centres working for the uplift of the less fortunate sections of society, all help to instil sensitivity in the trainees towards the marginalised and deprived. Celebration of different festivals helps the aspiring teachers develop secularism. Organising events on days of linguistic significance helps them appreciate the invaluable worth of different languages. Group work and peer mentoring aid in training the student teachers to develop openness, tolerance and respect for the views, opinions and preferences of others knowing that there is immense unity in diversity. The constant allotment of students to different groups for both curricular and co-curricular activities builds team spirit and healthy competition in them. It enhances group synergy and trains them in skills of communication, co-operation and self-control as they interact and participate in collaborative activities. They learn to accept constructive criticism and feedback from their peers and teachers and evolve into the best version of themselves. S.T.I.E. organises and conducts a plethora of activities, value-added courses,

competitions and events to provide the student teachers with a mega-forum to develop and display their creativity, potential and expertise in diverse areas. In doing so, their ingenuity is unearthed and their talents channelized effectively so as to train their peers and the school students they encounter in the very same skills in which they excel. Every activity conducted by the college inspires students to raise the bar of excellence for themselves and become constructors rather than recipients of knowledge. Assignments, project work, lesson planning and co-curricular events always have an element of innovation and novelty attached, so as to engage student teachers in constructive and critical thinking.

Mission

The educational programme is geared towards the Institution's Mission statement 'Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in Education'. This is in keeping with the principles of the patron saint-St. Teresa of Avila, and Mother Veronica, the foundress of the CCR Congregation. The institution endeavours to help its students break free from the barriers of their traditional mind-sets and align their thinking to the ideals of a progressive society. Through myriad activities curricular and co-curricular, teacher trainees are helped to transcend the boundaries of classroom teaching by transforming them from passive recipients of knowledge to active participants in their own learning. Need-based seminars on themes relating to Gender Jurisprudence are regularly organised to keep the trainees well informed of their rights and privileges as women. Human rights seminars are conducted in collaboration with statutory bodies like the National Human Rights Commission, New Delhi to orient student teachers to legislations for protection of women with respect to health, education, political participation, economic well-being and freedom from violence and discrimination. The college has partnered with the Maharashtra State Commission for Women to organise workshops/seminars on themes of Digital Literacy and Self-Defence. S.T.I.E. constantly strives to empower its 'all-women' student fraternity through events which develop their confidence, charisma and character not only as teachers but as vibrant personalities. It develops their entrepreneurial skills through activities like the VENTEL programme and Annapurna Yojana Project, where the aspiring teachers practice and model several skills propagating the value of 'Earn while you Learn'. Events like the Intercollegiate Environmental Festival Planit-E and other college level cultural programmes help them display their creativity and organisational skills with poise and buoyancy. A series of resource sessions and courses on pedagogical, technological and soft skills like Mindfulness, Heartfulness Education and Emotional Resilience-Battling the odds are incorporated into the curriculum to ensure the trainees develop proficiency in teaching amalgamated with innate qualities like optimism and emotional intelligence. The college leaves no stone unturned in its mission to achieve excellence in education, by moulding students into empowered personalities with ignited minds, transforming them into powerful agents of change.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Quality Education: In keeping with high quality benchmarks, the team of dedicated committed faculty-all Ph.D holders in Education, make teaching-learning an enriching experience through the contextualised curriculum approach, raising the instructional standard consistently, enhancing students' holistic development of head-hand-heart.

Value-based instruction: Through regular value-based assemblies, outreach programmes and soft-skill training the student teachers are transformed into personalities of integral character with morally sound

values/ethics to uphold the right ideals in their career and life.

Institutional situatedness: The convenient location of the college makes it easily accessible by road/rail enabling easy connectivity for resource persons, visiting experts, educational institutions and stakeholders from across the city for hosting seminars, workshops, courses, programmes, and as an examination centre.

Green Campus: The 15,175 sq.metre campus adorned with an expansive green-cover of 101 species of plants well makes it a 'Savannah' right at the heart of the city of Mumbai. The green endeavours /initiatives give it a distinctive green edge.

Optimal Utilisation of Infrastructure: Equipped with good infrastructural layout including spacious hallways, well ventilated classrooms equipped with projectors, computers and acoustics, rest rooms, a computer laboratory and CCTV surveillance, the college optimally utilises its facilities and equipment. The well-equipped library serves as a rich learning resource and treasure trove of books, magazines, journals, and digital repositories.

Women Empowerment: Being a women's college, the 'all-women' student fraternity is empowered through an array of resource sessions and seminars conducted to sensitise them to their rights and privileges as women, aimed at transforming them into agents of change.

Supportive Alumni association: The alumni serve as a strong support system and an integral part of its various activities. Having reached prestigious positions in their teaching career, they make a valuable contribution as resource persons, judges and mentors at the various programmes hosted by the college.

Value-added Courses: These credit based certificate courses train students in pedagogy, technology, language proficiency, digital literacy and soft skills enriching the curriculum and equipping them with skill-sets of the 21st century.

Placement: The Placement cell is well-established and organises the Annual Campus recruitment programme providing students with promising job opportunities in India and overseas.

Institutional Weakness

Lack of Own Canteen Service: The College does not have its own canteen provision but shares the school canteen which may remain closed at certain times due to different working schedule for college and school.

Upgradation of Computer Software: The latest software and packages should be installed in the computers to permit students to be up-to-date in terms of digital literacy and expertise. Sometimes the internet bandwidth does not support good connectivity needed for online teaching-learning activities.

Follow-up by Placement Cell: Students who secure jobs through the Campus Interview Programme should be checked upon after a period of employment at that school to know their work satisfaction as well as employer satisfaction. This 2 way flow of information would help to lower the drop-out rate of student teachers from the schools where they are placed, once the school needs are identified, communicated to the new recruits and met with.

Inadequacy of funds: Being a private-aided college the institution relies on the Grant-in-aid received from the

University of Mumbai. This sometimes proves to be inadequate in meeting the expenses for repairs and maintenance of infrastructure and equipment, initiating endeavours and courses which are essential for the student teachers but costly, or even for procuring /installing eco-friendly technology like solar panels, recycling waste water etc.

No Elevator facility: Modification needs to be made in the building plan to install an elevator facility as it is inconvenient for elderly, physically disabled and indisposed students, faculty and visitors to climb up 2 floors to the college.

Inadequate Number of Student Washrooms: Since there are only 2 student washrooms it tends to become over-crowded during break time due to long queues.

Institutional Opportunity

Internship Facilities: The College has a good rapport with its neighbouring schools giving student teachers a broad-based experience of practice-teaching in some of the most renowned aided schools and Junior colleges, as well as NGO-run schools which cater to the underprivileged children.

The Honours Programme: S.T.I.E networks with distinguished resource persons, guest lecturers and alumni from diverse fields of specialisation, so as to give its aspiring teachers a rich and meaningful exposure to contemporary educational issues, practices and trends to bridge the void between theory and practice.

Need-based Programmes: The student teachers are trained by professionals and prepared for appearing at competitive examinations like the MH-TET and C-TET which have become mandatory entry-point qualification for their placement at State Board and CBSE schools.

Job Placement: The Placement Cell of the college is well-established and liaises with schools in the country and overseas to help students who are vying to take up career opportunities locally and abroad to find promising job opportunities of their choice.

Outreach Programmes: The College collaborates with several NGOs and Community Work Centres which cater to the service of disadvantaged sections of society. The student teachers are placed at these centres to render their service to these less-fortunate sections and thus sensitised to the needs of those who are oppressed. The organisation of Charity drives, Peace rallies, Human chains all help the trainees develop qualities of humaneness towards a worthy cause. During the COVID-19 Pandemic, the college launched Project Phoneshaala in collaboration with the NGO eArth Samvarta Foundation wherein students prepared audio lessons on different subjects/standards of the school curriculum which were then made available on a toll-free call to children who had no access to high-end technology across 3 States of India.

Green Initiatives: In keeping with its goal of Environmental Stewardship, the student teachers are provided with the opportunity to be a part of several environmental projects such as the Go-Green with Tetra Pak Campaign and the Save-Water Safe-Water Project wherein they play a significant role in spreading environmental conscientiousness among school children and society, and are certified for their instrumental role as Green Warriors.

Institutional Challenge

Delayed Admissions: The centralized admission procedures accompanied by late admissions of candidates to the course, necessitates the completion of the curriculum in an insufficient period of time. This in turn results in a hectic schedule for the student-teachers, with many curricular and co-curricular activities and assignment submissions being accommodated in the time-table simultaneously to grapple with the time constraints.

Late Declaration of University Examination Results: Due to the Centralised Assessment Programme for the evaluation of University Examination papers, assessment is often not completed on time resulting in the delayed declaration of results. This makes it difficult for student teachers who have secured job placement overseas often requiring them to refuse lucrative job offers since they do not have the mandatory documents like their Mark sheets and Passing Certificates required for evidence and authenticity.

Language Barriers: English being the medium of instruction, the vernacular students opting for admission in this college sometimes lack the confidence and communication skills since English is not their mother tongue. This poses as an obstacle in their lesson delivery and performance.

Tech-deprived Learners: Since a majority of the student teachers come from the middle and lower socio-economic backgrounds, they do not have access technological devices such as computers and laptops at home. This makes them tech-deprived and diffident in completing assignments and tasks which have the integration of technology. Many of them do not have Wi-Fi facility and even if they do, they have low connectivity. This comes in the way of their attending online lectures, webinars and programmes organised on the digital platform.

Under-staffing: Due to a ban on appointments/delayed approvals there is a restriction on appointing faculty, both teaching and non-teaching. This results in an increased work load for the existing staff, restricting the introduction of more optional subject choices, Special Methods and add-on courses in the curriculum.

Unavailability/Reduced availability of Schools for Internships: Due to the increase in the duration of student internships as well as due to the college Internship schedule clashing with the examination/ vacation schedule of schools, there are difficulties encountered in procuring schools for placing student teachers for their internships.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Teresa's Institute of Education being permanently affiliated to the University of Mumbai, follows the prescribed syllabus. The institute has a consistent in-house practice of planning the curriculum and warrants a proactive curriculum transaction based on needs assessment, emerging global trends in education, situational analysis, feedback obtained from stakeholders and mission and vision statements of the institution. The Academic calendar is designed to provide a roadmap for the institutional curricular and co-curricular activities which is approved by the IQAC and CDC.

Due care is taken to align the course activities, teaching-learning approaches, evaluation and learning experiences based on the framed PLOs and CLOs which are displayed on the website and in the prospectus.

The institution ensures adequate academic flexibility to its students wherein they have a choice to select pedagogy, optional and elective courses. To assert an all-round development of the students, the institute offers a varied range of value-added courses and encourages students to undertake self-study courses. Relevant assistance to avail these courses is provided to the students; the details of which are available on the website.

St. Teresa's Institute of Education aims to ensure holistic development of students by **Contextualizing the Curriculum**. Students are provided with opportunities to develop their knowledge, skills, values, and attitudes required to be progressive and vibrant teachers. Practice teaching, Expert talks, Mentoring by Alumni, Content Enrichment Activity, Action Research, Training in using ICT tools, Simulated Lessons, Community Engagement, participation in Green Initiatives, Field Trips, Training Programs etc. ensure development of various personal and professional competencies to develop skills and deal with the diversity in classroom.

The Institution familiarizes student-teachers with the diversities in the school system in India and overseas, by providing them with a comparative perspective through programs to orient them about the functioning of various Boards of School Education and their functional differences.

The institution has a 360-degree feedback mechanism in place to obtain regular well-structured feedback from the stakeholders, providing an objective overview of the performance of the institution, students and the faculty. This feedback is analysed and measures to improve the performance of the college are successfully implemented.

Teaching-learning and Evaluation

Criterion 2 projects the highlights of the teaching-learning and evaluation process. Admissions are conducted in accordance with University regulations. Adequate mentoring, transparency maintained in the procedural steps of the admission process, timely notifications through telephonic conversations and updated notice boards on the admission related guidelines help the college cater to the needs of all students by minimising their stress and anxiety.

One-on-one mentoring sessions at the time of admission, administration of the entry-point questionnaire, Talent Search Activity, Pre-Test on content etc. provides the faculty glimpses of the student diversity in terms of their strengths and needs. This analysed data is further used to plan appropriate activities, thus empowering students through rich learning experiences designed to cater to their needs.

The curriculum is planned and transacted in accordance with the NEP parameters and SDGs using varied active, reflective, and transformative teaching approaches with a purpose to transform each student into teachers skilled to meet the demands of 21st Century Education. Mentoring is integrated into the teaching-learning process on a regular basis with the objective of attaining the all-round development of students.

Well planned and need-based adaptation of the internship programme ensures the competency and skill development among the students. This objective is also achieved by contextualizing the curriculum with value-added certificate and self-study courses and other varied programs.

A proficient faculty with doctoral degrees to their credit constantly upscale their professional knowledge and skills by attending orientation, refresher and short term courses, faculty development programmes, seminars

and other academic events.

Student performance is continuously monitored and evaluated through activities given at the prescribed University level and college level. The exam related grievances if any, are addressed with immediate intervention and support to make the examination experience stress-free for students. Adherence to the systematically planned academic calendar ensures the smooth transaction of the curriculum.

A comprehensive list of PEOs, PLOs and CLOs demonstrates the output of the B.Ed. programme in terms of students' achievements and learning outcomes. The consistent and continuous monitoring of students' performance enables the college to achieve the best output in upholding the vision and mission of the institution.

Infrastructure and Learning Resources

Criterion 4 Summary

St. Teresa's Institute of Education is located on a spacious green campus comprising of 2.19 Acres. The total land area of the institution is 12732.60 sq. m. with a built-up area 1497.48Sq.m. The institution has adequate facilities for teaching-learning as per the specified requirements of the statutory body NCTE.

The physical facilities include well-furnished, ventilated and ICT Enabled rooms designated for different purposes. The college uses its infrastructure optimally and shares certain other facilities with other institutions on the campus.

The institution has health and safety measures installed such as CCTV surveillance, Biometric and Fire Safety Systems. The college has adopted eco-friendly practices such as the Four bin approach of waste segregation, Water Purifiers and Composting Machines.

The Library has a rich collection of books and reading material on diverse themes and subjects.

The highlights of the library services include the iSLIM Library Management Software, Barcode and QR code technologies, NLIST subscription, an exclusive library web page and Blog, reprographic and free internet facility for users.

The Computer lab is equipped with 48 Desktops, OHP and Wi-Fi facility and is extensively used for teaching-learning activities. The COVID-19 pandemic has ushered in many digital platforms for teaching learning such as Zoom, G-suite, YouTube. The institution purchases the Zoom and Auto-Proctor license as per the requirement. The College Facebook page is instrumental in documenting all curricular and co-curricular activities conducted by the college. The Library Blog publishes students' literary activities.

The college follows a proper policy system for maintenance and utilization of physical, academic and support

facilities through various committees which regularly monitor and evaluate the functioning. Equipment is replaced after considering its energy efficiency which adds to the sustainability of resources and conservation of energy. The institution ensures an effective mechanism for the optimal allocation of the available financial resources for maintaining and utilizing physical, academic, sports and support facilities.

Annual Maintenance contracts are in place for all electrical appliances and software. In case of major issues of maintenance vendors are hired for maintenance of IT facilities. Every year the physical/academic infrastructure and ICT facilities are upgraded as per the need.

Student Support and Progression

St. Teresa's Institute of Education prioritizes student development at the heart of the Education process. The college provides a variety of opportunities to the students through a gamut of activities. An efficient student council elected each year serves as a link between the faculty and the student fraternity for transacting curricular and co-curricular activities.

Here are some key areas related to student support and progression:

1. **Academic Support:** The institution provides content enrichment activities to strengthen the students' knowledge foundation and to broaden their horizons of learning.
2. **Career Guidance:** The Placement Cell serves as a springboard to help students explore and plan for their careers. Career counseling workshops, internships, and networking opportunities aid students in making well-informed career decisions and developing their skills as 21st century teachers.
3. **Mental Health and Well-being:** The college provides mentoring, workshops on stress management and resilience, and health-awareness campaigns. A positive and inclusive campus environment is the institution's trademark and is vital to supporting students' mental health.
4. **Personality Development:** The institution conducts workshops/seminars on leadership, communication skills, time management, and interpersonal relationships. This helps the students develop important life-skills and become well-rounded/balanced personalities.
5. **Student Engagement:** The college organizes, sports, cultural events, and community service programs to nurture student engagement, social interaction, and personal growth.

The institution has a transparent Grievance Redressal mechanism and a grievance committee which regularly addresses issues if any. Guidelines are provided on the college website and provisions are in place for students to raise grievances both in the offline/online mode.

Many alumni are serving in prestigious positions at schools across the country and overseas as Principals, Co-ordinators, faculty, academic leaders, team heads and entrepreneurs. They render career guidance and support in the job-placement of our students at different levels.

It is noteworthy to mention that alumni also make a significant contribution through student-mentoring sessions, recognizing talent as judges at competitions, nurturing student competencies through workshops and providing strategies to be effective and efficient teachers so as to meet local and global challenges. All the student support programmes are evolved on the basis of stakeholder feedback and need-analysis.

Governance, Leadership and Management

The vision statement of the Institution is based on the acronym S.T.I.E standing for St.Teresa's Institute of Education and symbolising **'SENSITIVE TOLERANT INNOVATIVE EDUCATION'**. The mission statement is **'Emancipation, Empowerment, and Enlightenment of teachers leading to Excellence in Education.'**

Accountability, capacity building and strategic thinking are the key drivers to attain the vision and mission. The proactive management, faculty, alumni, and students work in synchronicity to ensure that the vision and mission are actualised. A democratic and participative style of functioning helps to realise the goals envisaged by the college. The institute promotes an ethos of participative management by involving the staff and students in various activities.

Faculty empowerment is emphasized and ensured by organizing various faculty development programmes and encouraging the faculty to attend seminars, workshops, conferences organised by other institutes. Financial support is provided to the faculty for their professional development.

The faculty is recruited as per the approved rules/procedures of the statutory body. The performance appraisal of all appointed faculty is done and appropriate guidance and training for their improvement is provided. The feedback from stakeholders is obtained, analysed and worked upon regularly to improve quality.

Budgeting and optimum utilization of finance as well as mobilization of resources is given utmost priority. The institution ensures transparency in financial management. The income and expenditure of the institution is subjected to regular internal and external audit. Funds/donations are generated through various sources for purposes like conducting seminars/workshops, green endeavours and awareness programmes, payment of fees of needy students, etc.

The IQAC aims at raising quality benchmarks and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. Regular meetings are conducted with a planned agenda to discuss significant activities and their implementation. The IQAC follows the **Plan-Do-Check-Act Cycle** for quality assurance. Several quality initiatives are implemented by the IQAC such as organizing seminars and workshops, awareness programmes on thrust areas and recent trends in education, use of innovative strategies in education, capacity building workshops, Training in ICT with a purpose of developing professional competencies in students.

Institutional Values and Best Practices

This criterion provides a panoramic view of the Institution's Flagship Policies, Programmes and Projects. It focuses on the SDGs upheld by the college through its Green Policy documents based on the ECO Model. It showcases the institution's 'Green' initiatives in its journey to safeguard the planet.

Installation of LED lights with reflectors, BLDC fans, Rainwater Harvesting system, tap aerators and dual flush systems, the Organic Composting Project and the 4 Bin approach for segregation/donation of dry waste, banning the use of plastic and minimizing the use of paper have all accelerated the contribution made by the college to Environmental Conservation. Regular Energy, Waste and Green Audits all help to ensure that the institution is adhering to prescribed environmental benchmarks. The extensive green cover makes the college a

'Savannah' in the urban terrain of Mumbai. The Tree Landscaping Inventory of the sprawling 2.19 acres campus is one of the green highlights.

The college has often made it to newspaper headlines for its noteworthy contribution in the field of environmental protection. The Go-Green with Tetra Pak Campaign and the Save-Water Safe Water Project helped to propagate environmental awareness among a multitude of school students and society at large. The All-Mumbai Environment Festival Planit-E - a mini Earth Summit, dwells upon pressing environmental issues encouraging youth across the city to come up with creative environmental solutions. The Make a Difference Week is geared towards sensitising the members towards themes of environmental relevance through Green Assemblies and eco-friendly activities.

The Best Practices, namely, the 'Heed the Need' and 'Breaking Barriers-Building Bridges' Programmes include a range of Need-based and Out-reach activities leading to students' holistic development of head-hand-heart. The institution leverages its resources for optimal utilisation by conducting and hosting programmes for neighbouring schools, collaborating with educational institutions to host interdisciplinary events and through active community involvement as well. It zealously endeavours to turn challenges into prospects.

St. Teresa's Institute of Education is committed to the noble ideal of Environmental Stewardship giving it a distinct green edge on the educational landscape. Student-teachers are oriented to environmental consciousness/conservation and their responsibility and role as 'Green Warriors'.

Research and Outreach Activities

In the past 5 years, St. Teresa's Institute of Education has attempted to foster a research culture and extended the scope of its collaborations emerging from the local, to national and global dimensions in terms of networking and outreach activities.

Support in terms of financial assistance and leave is provided to staff for research and professional development. 'Pratiti' The research cell of the institution meets regularly to plan, evaluate, and discuss the growth of research activities. Annual research paper reading sessions are organised for the benefit of the staff and the students. Students are encouraged to present their action research papers whenever the opportunities are available. Session on 'Intellectual property Rights' is organized to create awareness about copyrights laws.

In the least five years the faculty has published 17 research papers in the UGC listed journals, 76 research papers in international, and national journals/conference proceedings/chapters in edited books and 2 books. 5 staff members have completed their Ph. D since last cycle of accreditation.

The Institution has organized several outreach activities related to Community Awareness Programmes on health and environment, women empowerment, and digital literacy. Days of national/international significance such as Constitution Day, National Science Day, International Yoga Day, etc are celebrated with enthusiasm. Students participate in National Priority Programmes such as Swachh Bharat Abhiyan, Gender sensitisation, and awareness programmes on voting.

Students are sensitized to social issues through visits to orphanages, old age homes, special schools and NGOs working for less fortunate people of the society.

The Institution has signed 15 MOU's with different organizations in the last 5 years to help the faculty and

students update themselves w.r.t knowledge and skills. The institution has created linkages with various academic institutions and NGOs for internship, community outreach work, certificate courses, events, seminars, workshops, green initiatives, etc.

The institute has faculty and student exchange programmes which help to utilize the available resources optimally and opportunities to share the resources. The institution continues to strive to explore newer horizons and avenues in the field of research and extension'.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. TERESA'S INSTITUTE OF EDUCATION
Address	S.V. Road, Santacruz West, Mumbai 400054
City	Mumbai
State	Maharashtra
Pin	400054
Website	www.sti-edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dr. Giselle Dsouza	022-26490252		022-26490252	
IQAC / CIQA coordinator	Cindrella Dmello	-	9890436358	-	cindrella.d@sti-edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes College-Minority.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	NA
Any Other	NA

Establishment Details		
State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-09-2012	View Document
12B of UGC	27-09-2012	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	172	Permanent Affiliation

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.V. Road, Santacruz West, Mumbai 400054	Urban	2.19	8895.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,B Ed	24	Graduate	English	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				7			
Recruited	0	1	0	1	0	4	0	4	0	3	0	3
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	3	0	6
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	4	0	0	3	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	2	0	0	9	0	0	6	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	48	2	0	0	50
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	25	25	25	25
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	25	25	25	25
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institute is actively involved in studying the NEP 2020 recommendations and guidelines. The institute hosted a webinar on the theme National Webinar on 'NEP 2020 Restructuring Education for Quality Enhancement' on May 07, 2022 to help the stakeholders gain in-depth understanding of NEP 2020 recommendations. The faculty has attended various webinars on NEP 2020 to update themselves. Regular discussion about converting into a multidisciplinary institution with the statutory bodies (IQAC and CDC) takes place during the meetings. Talks with the management about the same and the possibilities to convert or to merge with other institution are in process. Various</p>
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	<p>sessions/programmes multidisciplinary/interdisciplinary in nature are organized for the students to develop the capacity to analyse information and apply it to real-life situations. This improves students' understanding and makes the learning process more productive and enjoyable. • Session on 'Fascinating History of Indian Coins' helped students learn the art of reading inscriptions on Indian coins and currency. • Session on 'Stress Management' was beneficial to learn stress management strategies. • Session on 'Role of Women in Marital conflicts' teacher-trainees to understand the role they play in marital conflicts and ways in which they can tackle these conflicts. • Session on 'Financial Planning' created awareness about Savings and Investments, the different Financial Planning Processes, Fixed Deposits, Other Savings, Insurance, Shares, and Mutual Funds. Students were made aware of Tax Relief, Cyber fraud, and the Ponzi Scheme. • Sensitization and awareness programme on Inclusion sensitized the teacher-trainees about inclusive strategies and policies. • Workshop on Street Play helped the students master the skills needed for performing street plays on social issues to create awareness in society. • Action research project has a multidisciplinary touch wherein students select diverse topics to conduct action research. • Every student gives two theme-based lessons which focus on multidisciplinary approach. • There are four interdisciplinary courses within the syllabus and efforts are made to ensure that these are explored with coordination of different disciplines. For eg Gender Laws were elucidated by a lawyer. Mental health related topics were explored with the help of a psychiatrist.</p>
2. Academic bank of credits (ABC):	<p>The institute studies the guidelines of UGC, State Government and University of Mumbai about the Academic Bank of Credits regularly (ABC) updates faculty about the same. The institute has initiated the process for the Academic bank of credits for students. The students were oriented to the procedure to open the DigiLockers. Students who had difficulties with opening the DigiLockers were guided for the same. Data regarding the ABC ID of the students is collected by the institute and the same is sent to the University.</p>

3. Skill development:	<p>The institute enriches the curriculum with relevant value-added course, workshops and programmes for skill development of the teacher trainees. A range of different programmes/activities/courses were conducted in the academic year 2021-2022 to enhance the skill development of teacher trainees. • An Add-on course on Tech-Fluent Teachers carrying 3 credits and comprising 30 hours was conducted to train student teachers in various technology-based tools, software, and applications. • An add-on course on Electronic Information Literacy enhanced students' knowledge and competency in using various databases. • Workshop on The Magic of Creativity through Sketch noting trained students in preparing sketch notes. • An add-on course English Grammar: Pro – Beginner to Advanced enhanced skills in spoken and written English. • Through the Heartfulness Education Programme the students learnt a range of techniques that helped the students develop facilitation skills, communication skills, managing human emotions like fear and anger, reflective writing, leadership skills etc. • Workshop on Mindfulness helped in making student-teachers aware of mindfulness and helping them integrate mindfulness into their daily lives. • The workshop on Individualized Education Plan (IEP) enlightened the trainees about the needs of children with disabilities and how to provide personalized resources to help them be more successful in school. • Calligraphy Workshop helped students develop the finer skills of artistic writing.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Online celebration of days of linguistic significance such as Hindi Divas and Marathi Bhasha Divas orient students to the rich Indian cultural heritage. These events comprise cultural programs with skits in traditional languages, folk dances, folk songs, and food etc. Session on 'Decoding Encrypted Ancient History through Numismatics' is organized to teach students the art of reading inscriptions on Indian coins and currency. Yoga Certificate course in collaboration with Ambika Yoga Ashram helps students in learning various asanas and highlights the significance of Yoga. Workshop on Techniques of Vedic Mathematics helps the students learn various techniques of Vedic Mathematics to solve Mathematical problems. Under the Annapoorna Yojna project students prepare and sell traditional</p>

	<p>Indian food items like dosa, idli, medu vada, puran polis, etc. Add on Certificate course provides opportunities to the students to have hands on experiences in preparing various products connected to Indian Knowledge System For eg. 1. Ayurvedic hair oil making (https://www.sti-edu.in/long-healthy-hair-with-true-botanicals.php) 2. Making a Diya (https://sti-edu.in/ventel-activity-9-make-diya-light-the-world.php) 3. Making a Bandhani Design (https://sti-edu.in/ventel-activity-3-bandhani-design.php)</p>
5. Focus on Outcome based education (OBE):	<p>In keeping with the Vision and Mission statements of the institution the Programme Educational Objectives (PEO), are formulated. Then the institute draws up its teaching plan in accordance with the Programme Learning Objectives (PLOs) and Course Learning objectives (CLOs) . All activities are organized and conducted so as to achieve the mentioned goals therein. Regular feedback is sought from stakeholders i.e. students, parents, alumni, internship schools, employers, etc so as to ensure that the intended outcomes are achieved. The feedback obtained is analysed and required modifications are made in the activities for the subsequent year. Mapping of course objectives with students' performance and course feedback serves as documentary evidence of the focus on Outcome-based education (OBE).</p>
6. Distance education/online education:	<p>The college provides the opportunities for online education. • A 5 day State Level Online Workshop on 'Preparing for MH-TET 2021' organized from Sept 10-14, 2021, provided an opportunity for teacher trainees, alumni, and school teachers to know about the structure of TET and how to prepare themselves for appearing for MH-TET. • The Vocational Education Nai Talim Experiential Learning (VENTEL) was carried out in collaboration with the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. It made the teacher trainees young entrepreneurs by exposing them to a variety of skill-based activities in the areas of Vocational Education, Self-Reliance, Swachhata, and Health and Community Engagement/Field Engagement. • The BIG FIVE TALK SHOW was organized in online mode. • Tech-Fluent Teachers (TFT) certificate course was conducted in online mode. Assignments of this course o provided an opportunity for the students to create e-content using</p>

	different technological tools and use them in the classrooms during the online internships. • English Grammar Course Pro- Beginner to Advanced was conducted in an online mode where recorded sessions were provided to the students and assignment submissions were done using Google classroom. • Student teachers regularly take up various online certificate courses to update their knowledge and skills. • Student teachers pursue different distance education programmes like M.A. (History, English, etc.) while doing B.Ed. course.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institute has not yet set up an Electoral Literacy Club. The process of forming an ELC is in progress.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since there ELC is not yet formed officially in the institution, there are no students' coordinatore and coordinating faculty appointed. The institute shall do the needful once the ELC is set up.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The institute firmly believes that creating well informed future citizens of India in an important goal of education. keeping this in mind Slogan Making Competition on the theme 'Voting' was organized in college. Student teachers prepared posters with slogans related to the theme. These slogans were displayed in the college campus which helped to sensitized the students and create awareness about importance of voting and ethical voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution creates awareness about electoral related issues in student teachers. Constitution day is celebrated in college every year through which the trainees are made aware about their constitutional obligations. Voter's day celebration highlights the importance of Right to Vote. Research paper presentation on the topic 'political socialization of college students' informed the students about role of different agents of socialization. Reading of news headlines every day during assembly helps the students to be aware of current affairs likes elections of different states, results of elections, percentage of

	voting in different states.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college puts in efforts to encourage the student teachers to be regular in voting. Most of the students have enrolled themselves as voters in electoral roll. Students who are not yet enrolled as voters are encouraged and guided regarding the procedure for the same.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	99	99	99
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	48	49	49	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
50	48	49	49	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	8	9

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
86.7	10.1	14.6	10.8	16.8

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 67

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

St. Teresa's Institute of Education is permanently affiliated to the University of Mumbai and follows the prescribed syllabus. The institute has a consistent in-house practice of planning the curriculum and warrants a proactive, strategic curriculum transaction based on needs assessment, emerging global trends in education, situational analysis and adapting to the local context. The mission and vision statements of the institution are the driving force in framing a curriculum that is value enriched, innovative, empowering and updated, leading to excellence in education. Following is the process of curriculum development followed by the institution:

Staff Meeting for Curriculum Development: The syllabus prescribed by the University of Mumbai is deliberated upon and existing and new developments in the prescribed curriculum are discussed. The faculty ensures to align the course activities, teaching-learning approaches, evaluation and learning experiences based on the framed PLOs and CLOs. Planning is done for contextualizing the curriculum, methods of teaching, implementation and assessment; according to the **need assessment and feedback obtained from the stakeholders.**

Need Assessment: The institute has a 360 degrees online feedback mechanism which allows interaction with stakeholders of the institution viz. employers, teachers, students, alumni, parents, experts and practice teaching schools. The feedback obtained, highlights the capabilities of students, performance gaps if any, quality of instruction, requirements of students, need for revising the existing activities or plan new events/practices.

The inputs of the stakeholders and plans of the faculty members contribute in revising and enriching the curriculum and planning the draft academic calendar. This draft Academic Calendar is presented to the statutory and academic bodies for further deliberation and approval.

Formalizing decisions in Statutory and Academic Bodies- CDC and IQAC: The CDC and IQAC committees of the college review the draft Academic Calendar and play a key role in proposing novel endeavours to enhance the curriculum. They also provide suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders. These ideas are tailored as per the requirement and adopted by adding new teaching methodologies, courses, workshops, activities etc.

Finalizing the Curriculum: The final Academic Calendar is then drafted which provides a roadmap for the curricular and co-curricular institutional activities. Clarifications about the changes made in the curriculum are reviewed, analysed and scrutinized. The Academic Calendar is then finally approved by

the CDC and the IQAC and adopted for curriculum transaction.

Mid-Course Correction: Situational Analysis is done during the staff meetings and mid-course corrections are made as per the need. For Eg: During Covid-19 pandemic, the curriculum was adapted to meet the local challenges of lockdown and yearly schedule was reorganized, online transactions were strengthened by using Google Classrooms, Online Apps, Zoom and G-Meet sessions, conducting FDPs, workshops, courses to fortify student's capabilities to handle online technology and tools etc.

Based on the need assessment, various value-added courses, workshops, expert talks, seminars are conducted to enrich the curriculum. This enables the institution to enhance the quality of curricular transactions and keep it relevant to the needs of the contemporary times.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**

7. Alumni**Response:** A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 49.6

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12	13	13	13	11

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 3.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	2	2	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 85.05**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	97	76	50

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 47.88

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
45	50	44	98	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document

1.3 Curriculum Enrichment**1.3.1**

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

St. Teresa's Institute of Education aims to ensure an all-round development of students by conducting activities of varied nature. Due care is taken to ensure that the activities organized are in accordance to the vision of the college which is 'Sensitive Tolerant Innovative Education' and also resonate with the mission of the college which is 'Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in education'. Following areas specify the holistic approach the institute takes to organize its activities:

1. A fundamental or coherent understanding of the field of teacher education:

- **Core/ Interdisciplinary papers and Pedagogical Courses:** Every subject in the B.Ed. curriculum provides for development of knowledge, skills, values and attitudes required to be progressive and vibrant teachers. The institution ensures appropriate transaction and contextualization of the subject content through various teaching-learning activities, talks, workshops etc. Focus is laid on articulate acquisition of knowledge to ensure optimum development as teachers.
- **Engagement with the field:** The Internship programme at schools offers enormous opportunities to gain a deeper understanding of functional aspects of the field of education. Practice teaching enables students to put theory into practice, get practical knowledge of functioning of schools, its

various departments and derive rational understanding from actual real life school experiences, thus training students to be effective and professional teachers.

- **Enriching professional competencies:** Expert talks, sessions and mentoring conducted by the alumni, content and approaches taught in the Pedagogic Courses etc. ensure development of various professional competencies to deal with the diversity in classroom and function as efficient teachers.

2. Procedural Knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

The institution ensures capacity building in terms of knowledge regarding school subjects and skill development by conducting the following activities:

- **Content Enrichment Activity:** This activity aims to enrich student's knowledge regarding the subjects of their specialization. The students are groomed via group study, peer teaching, mentoring, tests and assignments and creation of question banks by students.
- **Exposure to different Boards of Education:** Students are provided exposure to different boards of education by conducting the 'Big Five Talk Show and Alumni Mentoring; wherein they are introduced to various aspects related to different boards of education. The Super Teacher Empowerment Programme conducted by the college is designed to provide student-teachers with a holistic knowledge base and practical orientation to teaching in schools affiliated to different boards of education.
- **Participation in workshops, talks and seminars:** Sessions like 'Sensitization and Awareness Programme on Inclusion', Workshop on Individualized Education Plan (IEP), webinar on NEP 2020, talk on 'Innovative Strategies of Pedagogy etc. ensure that students acquire knowledge and skills for diversity and different levels of school education.
- **Capacity building & training:** Students are trained for appearing for MH TET by organizing workshops and talks to give them hands-on practice. Courses like English Grammar Pro-Beginner to Advanced, VENTEL, sensitization toward social and affective issues, field trips, field engagement ensure capacity building.
- **Training in use of ICT tools and information retrieval:** Courses offered by college viz. Tech Fluent Teachers and Electronic Information Literacy, enhance students' expertise in the use of various applications and ICT tools; to support teaching-learning activities and online information retrieval.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

- **Community engagements:** Deriving from the knowledge gained through various capacity building programmes organized, the students participated in community work wherein they taught the students of NGOs and schools. Technological and course related knowledge gained also paved a way for students to create 'E-Modules' for sensitization related to current issues and participate in 'Each One Teach One' NDLI activity and DLLE projects.
- **Designing Innovative Lesson Plans:** Students are encouraged to incorporate the knowledge acquired by attending various workshops and sessions to prepare innovative lesson plans and design Nai Talim lesson plans incorporating innovative ideas and teaching methodologies.
- **Innovations in Assessment:** Stemming from the knowledge acquired from courses and sessions conducted, students are expected to develop lesson plans, blueprints for assessment and conduct

assessment using innovative strategies, online apps, games etc.

- **Real-life experiences:** Students are provided with opportunities to apply the knowledge gained to real life situations by participating and conducting various activities at college and practice teaching schools.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc:

The skills and competencies gained in terms of **cognitive, affective and psychomotor domains** empowered students to participate in various inter and intra collegiate competitions, actively organize and execute activities, celebrations etc.

Emotional Intelligence is developed in students by conducting Value added courses like Heartfulness Education, guidance and counselling lecture series etc.

A sense of **patriotism, international brotherhood** and development of social skills of **cooperation, collaboration, tolerance** is ensured by celebrating days of national importance, international importance, celebration of festivals etc.

Students are encouraged to develop their **communication skills, collaboration skills** by participating in events, activities and competitions. They are encouraged to plan, organize and host events, seminar presentation, seminars, workshops etc.

Value system in students is inculcated by encouraging students to conduct value based assemblies, giving value based lessons, participating in community outreach etc.

Critical thinking, creativity and negotiation skills are nurtured during the internship, community work, group work etc.

Engaging in activities like Swatch Bharat Abhiyan, Beach Clean-up drive, 'Green Initiatives' undertaken by the college; ensures spirit of **service to community, foster sensitivity toward environmental issues, ensures group building, organizational and inter-personal skills.**

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.

Response:

- **Development of school system**

In every semester of the B.Ed. programme, units on school system are addressed. In (Sem 1) CC2-curricular framework, development and implementation are elaborated, (Sem 2) IC2 – educational administration in relation to various boards is taught, (Sem 3) CC4-Orientation to different boards by contextualization is done also focussing upon evaluation practices by developing unit test and blue print. During campus placement programme, the faculty of the college, principals and representatives of different boards orient students about their school systems.

- **Functioning of various Boards of School Education**

The college organizes ‘The Big Five Talk Show’ to orient students regarding the functioning of various Boards of Education. A panel of distinguished alumni holding reputed positions in schools affiliated to 5 Boards of Education namely, I.C.S.E., S.S.C., C.B.S.E., I.B., and I.G.C.S.E., help the budding teachers gain deeper and richer insights into the functioning of their respective boards, curricula, syllabi, assessment systems, norms and standards followed by their school as per the board. The panellists give a telescopic view of different features of Boards covering practical aspects like curricular transactions, job prospects and qualifications required for recruitment.

- **Functional differences**

A 30 hour course, Super Teacher Empowerment Programme is designed to orient student-teachers to practical aspects needed to perform in SSC, I.C.S.E, C.B.S.E., I.G.C.S.E and I.B. board schools. The resource people invited to transact this course enlighten about functional differences between the boards and ensure hands-on training for practical skills needed to transact curriculum in various boards.

- **Assessment systems**

Evaluation serves as vital determinant of success of any school system. The panellists invited for the above mentioned ‘Big Five Talk Show’ and resource persons of the ‘Super Teacher Empowerment Programme’ give detailed analysis of assessment practices in different boards of education.

Also, as a part of the B.Ed. curriculum, in CC4-Assessment for Learning, students are groomed and given hands-on experience in preparing a detailed Blue Print Project consisting of year plan, unit plan, blue print, unit test, marking scheme and scoring key; which is administered in schools during internship and results are analysed.

- **Norms and standards**

Each school has its unique set of value system and functions according to its specific norms and standards. The students are familiarized to these norms and standards of schools by conducting a panel discussion during the ‘Big Five Talk Show’. Alumni of the college are invited regularly to specifically orient students about the schools they work at, boards they are affiliated to and the norms and standards their schools follow.

- **State-wise variations, International and comparative perspective**

College ensures initiatives to familiarize students with state-wise variations and to develop international and comparative perspectives. Expert talks, Sessions at International and National seminars organized by the college and the webinar on NEP 2020 hosted by the college highlighted the state-wise variations in different boards; international and comparative perspectives in relation to the curriculum and functioning of different schools and their boards. The Alumni working abroad and in different states are frequently invited to share their comparative perspectives.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Holistic development of students is ensured by **Contextualizing the Curriculum** to ensure varied experiences that provide opportunities to implement what they have learnt. The institute ensures enrichment through a wide range of experiences, ranging from development of students' emotional competencies, cognitive abilities to practical applications. **Internship related activities** are given utmost importance to ensure implementation of the knowledge gained through contextualized experiences.

Several **capacity building workshops, courses, competitions and talks** are organized to ensure an all-round development of students. Content Enrichment Activity, Guidance and Counselling Lecture Series, courses like English Grammar Pro-Beginner to Advanced, Tech Fluent Teachers, and VENTEL etc. enrich students' abilities and ensure resourcefulness.

To sharpen the **communication, teamwork, collaboration, co-operation, networking and organizational skills** of student-teachers; numerous opportunities are provided to organize, host, compare and execute various celebrations, competitions, programmes, events and activities at college as well as at internship schools.

Students are empowered with the **knowledge of various boards** by organizing the 'Super Teacher Empowerment Programme' and 'The Big Five Talk Show' which enlighten them to gain deeper and richer insights into the functioning of various boards, curricula, syllabi, assessment systems, norms and standards followed by different schools as per their board. This knowledge is implemented during

internship, campus interviews and to make informed choices regarding job prospects.

The institute ensures **spirit of innovation and research mindedness** by organizing sessions like 'Research Paper Reading', webinar on 'Formal Language for Research Writing' etc. Gaining inputs from researches of experts, students gain richer insights to conduct their own Action Researches in schools.

A sense of **responsibility toward the community** is cultivated by creating linkages to facilitate student-teachers' participation in Community work at various NGOs and schools like Muktangan Schools, ANZA special school, Snehasadan- Home for the Homeless Children, Sarva Seva Sangh, ARPAN NGO etc.

To keep abreast with **developments in technology and teaching learning tools in education**, students are groomed in using various technological tools and apps. Courses and workshops like Tech Fluent Teachers, Online Tools for learning and assessment, sessions on MOOC etc. aid students in creating innovative teaching-learning materials for learning and assessment which they incorporate in their practice teaching at schools.

The institution ensures cultivation of the **spirit of environmental stewardship** by nurturing various green initiatives like tree plantation drives, celebration of 'Make a Difference week', Planit-E Ecofest, 'Go Green with Tetrapak Campaign', segregation of waste etc. Students apply the knowledge gained from these initiatives to delivering value based lessons, conducting assemblies at schools, preparing E-Modules to spread awareness regarding environmental issues etc.

To empower students with the **skills and sensitivity toward using differentiated instruction** in classroom, sessions like Sensitization and Awareness Programme on Inclusion, talk on Learning Disabilities and Developmental Issues in Children, Workshop on Individualized Education Plan (IEP) are organized.

Providing **instructional experiences** through Teaching Skills Programme, talk on innovative strategies of pedagogy, peer action replay, workshop on lesson planning, preparation of teaching-learning resources etc.; equips students with knowledge of integrating teaching skills during Practice Teaching to improve their abilities, skills and expertise.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from

various stakeholders.

Structured feedback is obtained from

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity**2.2.1**

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

At entry level different learning needs of students and their level of readiness to undergo professional education programme are identified using the following:

Basic Requirements Readiness Check: Methodically carried out admission process reveals students' level of readiness to undergo teacher training. Document scrutinization of the assigned students ensures

whether the candidate has fulfilled the basic requirements needed for the course. One on one interview with the candidate helps the committee members know the strengths and the weaknesses of that candidate in academic as well as the other arenas of the field.

Team Readiness Check: Each set of students brings diversity and thus makes the classroom an inclusive one. To understand this diversity, each year at the entry point students are given the opportunity to showcase their talents, skills and capabilities through the activity – Talent Search. In this activity, students are randomly put in groups and are asked to stage performance on any topic of their choice. The students are evaluated on the parameters of originality, creativity, communication skills, team work, confidence, use of technology, awareness of current happenings etc. This activity helps teachers identify the diverse talents, hidden capabilities and also weaknesses of the students in the above mentioned parameters of evaluation. It also helps teachers to evaluate interpersonal skills necessary for teamwork. Thus, this activity serves as a team readiness check at the entry level.

Individual Readiness Check: Communication skills and subject knowledge are the two basic prerequisites of a teacher training course. To examine a student's level of readiness in these areas, the college administers performance tests based on content knowledge and communication skills. The scores of these tests highlight learning needs of the students at the entry level.

Interest and Attitudinal Readiness Check: Teaching being a dynamic activity requires a favourable attitude and interest from its practitioners. Positive attitude and interest help the teacher to create a conducive learning environment in the classroom resulting in positive learning outcomes. Therefore, to know the level of interest and attitudinal readiness, the college administers the entry-point questionnaire.

Based on the assessment observations made at the entry level, following measures are taken to address students' learning needs:

Content Enrichment Programme: Through the Content Enrichment Programme students' content knowledge was enhanced. The programme was tailored each year keeping in mind the learning needs of students. This programme prepared students for not only B.Ed. course but also entrance examinations.

'English Grammar Pro – Beginners to Advanced: This student friendly course includes videos, assignments and self-study materials to help students take their grammatical skills to the next level to improve spoken and written communication, thus preparing them for school internships.

Teaching Skill Programme – Through this Programme students are exposed to various teaching techniques. This activity aids in boosting students' confidence and makes them familiar with the know-hows of the teaching field.

Apart from above listed activities, to acquaint students' with 21st century skills, to shape their attitude, and to sustain their interest in the teaching field, the college organises various courses, webinars, lecture series and expert talks.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 20**2.2.4.1 Number of mentors in the Institution****Response:** 5

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process**2.3.1**

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

At STIE, the curriculum is transacted using varied active, reflective and transformative teaching approaches with a purpose to transform each student into the best 21st century teacher.

Student-centric lectures: Teachers use a variety of activities which allows maximum student involvement, thus putting the learners in active roles. These modes of learning include - dialogue based learning, discussion forums, brainstorming, debates, correlational approaches, and storytelling, role plays etc.

3 C's Approach: Cooperative learning environment with constructive learning design and cognitive

learning approach is given due weightage while implementing the curriculum. This includes techniques like jigsaw, think share pair, buzz groups, round robin brainstorming, concept mapping, and mind mapping etc.

Field exploration: Curriculum transaction through virtual tours and field visits brings wholeness and meaning to the subject. Teachers encourage students to opt for field work-based course assignments. Use of direct experiences is given immense significance in the teaching-learning process. Field visits to places like Keshav Shrushti, Bassein Fort, Coin Exhibition, Kala Ghoda Festival, Ali Yavar Jung National Institute of speech and hearing disabilities, and Mani Bhavan aids in providing enriching learning experiences to students.

Varied assessment strategies: The course work and assignments are tailored in such a way that students get the opportunity to explore various sources of information. Also, great use of online learning platforms opens new avenues for learning for students. Thus, differentiated evaluation and alternative assessment techniques are used to assess students' learning outcomes.

Inquiry based learning: Techniques like social inquiry method, problem solving approach, project based learning and research-based learning etc. are frequently used by teachers to instill higher order learning skills among students.

Experiential based learning: Use of collaborative methodologies throw opportunities to explore the innovative ideas, thus lead students to experiential learning zones. Techniques like flipped classroom, mock interviews, group work, and reflective practices trains the creative faculties of mind.

Peer tutoring: Here, the peer buddy system is used to help each other. Each student is held responsible for her partner's learning outcomes. This technique is mainly used for projects like e-module preparation, content enrichment programme, making a learning resource, action research project, and unit test project etc.

Use of ICT: Online educational games and quizzes, use of online interactive apps, videos, films, movie clippings, documentaries, Google forms, testmoz and other online educational resources are used for teaching, learning and evaluation process.

Team teaching: Here the students get the opportunity to be benefitted by the special knowledge of the teachers constituting the team. This technique is specially used for the teaching skill programme, celebration of various festivals and other co-curricular activities.

Seminar presentations: Students led seminar presentations in different theory subjects help students to accept responsibility for their own learning and become more aware of the learning process.

Morning Assemblies and Extension activities: Morning assemblies and Christmas outreach, Daan Utsav, project SOSVA, Planit-E, community work, peace rally, Project Tetra Pak, Project Phoneshaala, and DLLLE activities like Career Project and Status of Women in Society project help teachers in achieving learning objectives with respect to the affective domain.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	8	9

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Mentoring plays a crucial role in education. The teaching-learning process involves both the teacher and the students. Therefore, to be an effective teacher he/she must know his/her students. This can be done by the process of mentoring. Keeping in mind the need and importance of mentoring, at STIE, mentoring is

made an integral part of the teaching-learning process on a regular basis with the objective of attaining all round development of students.

At the start of the year, students are divided into groups using a random selection method. Each group is assigned a mentor teacher. Conscious efforts are made by each mentor to know, accept, and respect the goals and interests of a student. Mentoring happens in both ways – group mentoring and one-on-one individual mentoring. The groups with the mentor teacher are kept unchanged so as to put the students in a comfort zone. Depending on the needs of an individual, the nature of a mentoring relationship varies. The mentoring process mainly targets students' growth in academic, professional and attitudinal arenas by helping them solve their problems in personal life if any. The alumni of the college are also involved in the mentoring process. If any major challenge is noticed by a mentor, it is brought to the notice of the principal. Issues like this are solved involving other teachers, principal and parents if need arise.

In order to create a strong bond of trust and friendship, peer mentoring is encouraged at STIE. It is carried out in two ways – senior students mentoring junior ones and mentoring by their own batch mates. Mentoring by senior peers boosts confidence of juniors and helps them to get acquainted with the work culture of STIE. Mentoring by their own batch mates helps weak and extremely shy students as they feel more comfortable in their presence.

Thus, the mentoring process at STIE helps the student fraternity accomplish the best possible they can. Some of the points are listed below:-

Working in teams: Group activities are organised to make students' aware of the importance of group efforts and cooperation. This helps students in smooth functioning while planning and organising celebrations and other events in a harmonious set up.

Dealing with student diversity: Apart from the constructivist feedback given after each and every activity, one to one sessions are planned which helps teachers' cater to the diversities and this acts as one of the effective ways in mentoring students.

Conduct of self with colleagues and authorities: Mentors use educational and motivational videos to train students in good conduct of self with colleagues and authorities.

Balancing home and work stress: Mentoring sessions by alumni are organised where students are mentored with respect to problems faced in balancing home and work stress.

Keeping oneself abreast with recent developments in education and life: Using online apps, expert talks, book reviews and research based activities, the students are made aware of the latest trends in education, the opportunities, challenges and threats lying ahead of them. This prepares them for the future.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

At STIE care is taken to see that the planned curriculum and its implementation go in accordance with the PEOs, PLOs and Vision and Mission statement of the college. At the same time 21st century skill-sets, NEP parameters, Sustainable Development Goals are also kept in mind at the planning and implementation stage.

The curriculum is altered as per students' needs. The methodologies used to transact the curriculum are devised as per students' learning styles and capacities. The evaluative measures used to assess students' performance vary in terms of complexity, interest and availability of resources. Thus, at STIE the entire teaching-learning and evaluation process revolves around the principles of differentiated education, making it more wholesome and child-friendly. As a result, through this curriculum transaction teachers continuously strive to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

Differentiated Curriculum: The prescribed curriculum given by the university is made more meaningful by adding more activities to it. These added elements help students establish connections between theory and its practical application. This curriculum helps in achieving the overall well-being of the students. The modifications made to the curriculum help learners meet global standards of quality as a teacher-trainee.

Differentiated Teaching: This tailored curriculum is then implemented using varied techniques which follow the principles of experiential learning. Due emphasis is given to the participatory pedagogy along with research, reflective pedagogies, use of ICT and self-learning method.

- **Use of Experiential Learning:** In order to increase knowledge, develop skills and clarify values students are engaged in direct experiences. This helps them improve their higher thinking cognitive skills and enables them to face challenges with greater confidence by applying their problem solving skills. Since this pedagogy is based on the principle of 'learning by doing' students develop interest and curiosity to learn more. This instills a spirit of inquiry in students which then leads them to research. Field exploration, educational visits, virtual tours and community work engagement open the new gateways of learning which barely can be done through any other resources.
- **Use of participatory pedagogy:** Many research studies have revealed the positive correlation of students' engagement in school activities with their educational outcomes. Construction of own knowledge and understanding in collaboration with other peers under the guidance of a teacher helps students discover their hidden potential. Keeping this in view, at STIE, the use of participatory pedagogy is encouraged and appreciated. Teaching methods like discussion, debates, role play and dramatization, educational games, flipped learning, co-operative techniques like think-pair-share, round-robin brainstorming, jigsaw, buzz groups helps learners understand the concepts in a play-way environment. This leads to better learning outcomes and makes learning a joyful activity. Pairing and grouping done for the projects like content enrichment programme, unit test project, e-module preparation, action research project, making a learning resource etc. allows them to exchange their ideas and share their talents with each other. Culture exchange programmes bring harmony among students. This brings out holistic development of students by shaping their all three domains – cognitive, affective and psychomotor. This also shapes their personality by developing their interpersonal skills.
- **Use of research based methodology:** Using research based learning; the students are put in the

role of researchers. This method helps learners practice research skills, thus making learning meaningful for them. Use of methods like social inquiry method, project making, problem solving method, heuristics approach etc. instills research skills in students. Since these methods involve a lot of field work and interaction with field people, it results in developing communication and linguistic skills of the students. Research paper reading on the findings of the action research project, seminar presentation on the projects made by students' make them active learners and efficient presenters.

- **Use of reflective pedagogies:** Reflecting on one's own actions and learning environment enables one to nurture and elucidate their own ways of knowing and understanding his/her own capacities. This makes one a life-long learner. Thus at STIE, practices like reflecting on school internship experiences through reflective journal writing, reflecting on various texts in reading and reflecting on texts, book reviews, reflecting on each organised event at STIE, reflections on community engagement programmes and reflecting on the current happenings in the field of education are emphasised upon. Competitions like Miss Education Contest helps students reflect on the challenges they would be facing in the near future and thus prepares them for the same.
- **Use of ICT:** When integrated into curriculum and used in implementation, ICT impacts students' learning in a positive way. At STIE, both teachers and students efficiently use ICT in the teaching-learning process. To make learning more enjoyable, interactive and novel, various tools are used by teachers and students such as videos, movie-clippings, documentaries, online learning apps, online simulation apps, Google forms, Jam board, online poll taking etc. The prescribed curriculum also trains students in this area. The ability course – Critical Understanding of ICT helps students explore newer ways of using ICT in the learning process. Courses on ICT organised by the college enables students to try interesting and effective ways of using ICT in education. Course like Electronic Information Literacy enable them to surf online resources with greater efficiency using N-List and other such platforms.
- **Use of self-learning:** Students are encouraged to take up online courses to enhance their skills. They are provided necessary guidance and support from the teachers and management for the same.
- **Art integrated pedagogy:** Students are offered courses in art and their learning outcomes are utilised in the teaching-learning process. Thus, it acquaints students of the importance of art integrated education.
- **Subject clubs:** Activities carried out as part of the subject clubs facilitates students' learning as an effective organiser. Here students learn practical application of theoretical knowledge by correlating it with other subjects. Knowledge shared during such activities aids in enriching the mind with holistic education.

Differentiated Assessment: The assignments given for the assessment vary in complexity and required resources. Also, assessment conducted at the end of any event caters to the needs of the diverse classroom. Thus, choice-based assessment is preferred at STIE.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**

2. Content mapping**3. Lesson planning/ Individualized Education Plans (IEP)****4. Identifying varied student abilities****5. Dealing with student diversity in classrooms****6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

At STIE, the entire internship programme is planned methodically before exposing students to the real work cultures.

Selection/identification of schools for internship: Schools for the internship programme are selected on request. The permission to run the internship programme is sought from the respective authority via telephonic conversation. This is followed by sending the emails confirming the dates of the internship program, the name and contact details of the teacher-in-charge, the names of allotted students, their contact details and methods opted by them. It also specifies the activities to be conducted during the specified period of the internship programme. It is seen to it that the location of the schools selected is safe and convenient for the trainees to travel.

Orientation to school principal/teachers: Before the commencement of the internship programme, the concern in-charge teacher pays a visit to the respective internship school. In this meet, the school principal and supervisor are made aware of the objectives of the internship programme, disciplinary requirements to be followed by trainees, prescribed activities to be carried out, work that can be allotted by the school, observation criteria to evaluate the internship programme etc.

Orientation to students going for internship: In orientation, students are guided on the activities to be conducted, records to be maintained, school timetable preparation, disciplinary requirements to be followed at the school. Through team teaching students are skilled in writing plans for different types of lessons. Method wise workshop is conducted for students to familiarise them with different methodologies of that method. An evaluation criterion for assessing students' performance is explained in detail to make students accountable for their own performance. The resource material required for the internship programme is made available during this orientation programme. Thus, students are geared up for the real life teaching experiences in advance.

Defining role of teachers of the institution: Since the internship is supervised activity, teachers are put into the roles of supervisor, guide, mentor and facilitator. Prepared lesson plans are checked by the guiding masters and necessary modifications are suggested to improve the same. These approved lesson plans are executed at the schools under teachers' supervision. Necessary constructivist feedback is given on a one-on-one basis after each lesson. The teachers also monitor overall performance of students by observation, informal interviews with the principal, supervisors, teachers and students, and through the necessary documents furnished by the students. Teachers use scaffolding techniques for giving lesson

guidance and lesson feedback.

Streamlining mode/s of assessment of student performance: Students' overall performance is evaluated through their conduct with school authorities, teaching and non-teaching staff of the school, students and peers. Their academic performance is assessed through lesson observation and documentation made for the prescribed activities.

Exposure to a variety of school set ups: For the internship programme the students are exposed to a variety of school set ups such as schools which are diverse in terms of their student population - Girls, Boys and Co-educational schools, schools which serve students from disadvantaged sections of society, and junior colleges.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 8.33

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internships prescribed by the university as part of the Project based courses play a crucial role in shaping one's personality as an effective and efficient teacher. It provides the opportunities to apply learnt theoretical knowledge in real life situations, thus giving them exposure to the practical side of the field. Knowing these benefits, STIE seeks for the maximum learning outcomes through this programme. For this purpose, the institution constantly monitors the internship programme. Teacher educators, school principals, school teachers and peers perform a great role in an effective monitoring of the internship programme.

Role of teacher educators: Teacher educators are the backbone of the entire monitoring process of the internship programme. Their role varies as per their portfolio and duties assigned to them with respect to the internship programme – Internship coordinator, Internship Guiding Masters and Internship Group Mentor.

Role of Internship coordinators: Internship coordinators shortlists the schools for the internship programme. They meticulously prepare internship groups by looking at the methods selected by students and their stay location. Further they assign mentor teachers to these groups. They also assign students for guidance to all teachers by analysing the strengths and needs of the students. The evaluation criteria for students, any additional activities to be conducted during the internship programme are made clear to teachers by them.

Role of Internship Group Mentors: Once the internship groups are assigned, the mentors take over the responsibility of facilitating students' learning in the right direction. They closely monitor students'

behaviour and their interaction with others at the school. Attendance of trainees is closely monitored by them throughout the programme. They help students in making a school internship timetable. They supervise lessons and give feedback which help students perform better next time. By coordinating with the fellow teachers, school principal and supervisors, they ensure best outcomes of the internship programme.

Role of Internship Guiding Masters: Students are expected to give a total of 30 lessons in the two year CBCS B.Ed. programme. They are trained and prepared for the same by the internship guiding masters. Internship guiding masters helps students think, innovate and create new learning experiences for their internship school students by guiding their plans in terms of content, methodology and grade relevance.

Role of school principals: The principal of the school along with the supervisor ensures the smooth functioning of the internship programme through informal observations. They assign additional tasks which prepare trainees for their future teaching career. Students' well-being and safety is well taken care of by the school authority. They also share their observations through telephonic conversations and written feedback.

Role of school teachers: School teachers supervise a few lessons and provide feedback on the same which enables them to plan lessons as per schools' needs.

Role of peers: During the internship, peers perform roles of giving feedback, planning of internship school timetable, mentoring and helping each other to reach the same goal. Thus, they too play their role in making the internship programme a fruitful and memorable activity.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 66.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 100

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 22

2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year

Response: 154

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Keeping in view the need and significance of professional development, teachers at STIE put in their best to acquire more knowledge, to get acquainted with latest skills, trends and research areas and to keep

themselves prepared for 21st century learners.

In house discussions on current developments and issues in education

The staff at STIE are constantly encouraged and given autonomy by the principal to hold discussions on current developments and issues in education. The members of the staff make optimum utilization of the online and offline information resources available to get acquainted with the latest innovations and concerns in the field of education. The in house discussion held focused on the emerging significant aspects of education such as – Integrated and theme-based learning, Use of rubrics and e-portfolios to measure performance, Digital proliferation in education, Flipped classrooms, Practising good reading habits, Electronic Information Literacy, 21st Century skills for new generation learners and educators, Importance of research skills, Emotional intelligence and well-being of students, Use of drama and art for effective teaching, Significance of Yoga in Peace building, Experiential learning, Vocational Education, Inclusive Education, Differentiated Education, Participatory Pedagogies, New Education Policy 2020, Integrated Teacher Education Programme etc. In house discussions are also held to know about the concerns in education so as to design an action plan for the same. Some of the issues in education discussed were – Linguistic problems, Absenteeism, Lack of intrinsic motivation, Marks oriented behaviour, Lack of digital literacy, Mental health problems, Disciplinary problems, Knowledge explosion due to technology etc. In 2020, during Covid-19 pandemic, each member of the staff took accountability to learn new ways of online teaching. These were then passed on to other in house teachers through such discussions. The discussions held related to the innovations and concerns of education gave STIE staff the direction in planning and organisation of various activities for students' well-being and all-round development.

Share information with colleagues and with other institutions on policies and regulations

The faculty of the college keep them abreast with the latest information on policies and regulations by attending the Expert Talks, Seminars, Conferences, Symposium, Webinars, Refresher Courses and Faculty Development Programmes etc. These programmes attended as a part of professional development vary in terms of area and nature. The information gained through these is shared with each other for better understanding of the policies and regulations. For the benefit of the other institutions, various programmes are organised in collaboration with them. Also, the information is disseminated by inviting other institutions to attend the programmes organised on the policies and regulations. Some of the programmes arranged for this purpose are – NHRC sponsored Seminar on Human Rights, Workshop on Self Defence, Workshop on Digital Literacy, Workshop on Teacher Eligibility Test, International Conference on Preparing Learners for 21st Century Skills, Webinar on National Education Policy 2020, Workshop on Academic Integrity, Training Programme on NDLI and N-List resources and many more.

Thus, the college ensures professional development of the faculty by providing a platform in this direction.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The performance of students of STIE is continuously monitored and evaluated through activities given at the prescribed level and college level.

At the prescribed level:

At the prescribed level, for theory courses students are internally evaluated on the following – Class test, Essay test, and Task/Assignments. At the beginning of each theory course, all tasks/assignments are explained and discussed in detail. Students are then given autonomy to choose their assignment topics as per their skills and abilities. For the class test and essay test, students' preference with respect to the unit selection is considered. Thus the execution of differentiated assessment principles helps the college cater to the needs of the individual learner. The B.Ed. course being a teacher training course involves a good amount of practicum work which is listed in Practicum/Project Based Courses. The two year B.Ed. programme consists of four Practicum/Project Based Courses. Students are continuously evaluated here for their performance. The details of activities included in this Practicum are listed on the web link https://www.sti-edu.in/aqar/17_18/criterion2/Education%20_Two_Year_B_Ed_Syllabus_2015_16.pdf on page nos. 9 and 10. 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.

At the college level:

At the college level, the students are evaluated continuously through following activities-

- **Curricular activities:** Students are evaluated on their performance during the activities conducted during the teaching-learning process for their development and progress. Apart from this, their development is measured from the interaction with the experts during expert talks, webinars, seminars, workshops and symposiums etc.
- **Competitions:** Students are assessed for their all-round development by organizing the competitions like Talent Search, Poster Making, Singing, Rangoli, Mehendi, Diya Painting, Card Making, Lantern Making, Carol Singing, E-module, Miss Education, Essay Writing, Teaching Learning Kits, Poetry Writing, Career Module etc. They are also evaluated on their interest shown and participation in intercollegiate competitions organised by other colleges.
- **Celebrations:** Celebrating various festivals and days of national and international interest gives faculty the opportunity to monitor students' growth. Students' initiative in planning and execution of such events are carefully noticed and considered as one of the techniques of assessment.
- **Various courses:** Students are also assessed on their active engagement and performance during various course activities which are organized for them such as Tech Fluent Course, Heartfulness Education Programme, VENTEL Action Plan, Electronic Information Literacy Course, Grammar

Course, IC3 Course, Social Conscientization Course, Yoga Course, Pidilite Art Education Course, MS-CIT Course, Bio-ethics Course, and Personality Development Course etc.

· **Community engagement:** To assess students' growth with respect to the affective domain, the college provides ample opportunities to students. Students' wholehearted participation in Community work at various centres, Christmas outreach programmes, DAAN Utsav, Project Phoneshaala, Tetrapack Project, Project SOSVA and DLLE Project enables teachers to closely monitor students' learning outcomes with respect to the community engagement.

· **Educational visits:** To make the teaching-learning process full of direct experiences educational visits are organised. Their way of conduct during these visits and interaction with the resource speaker gives glimpses of their thirst for knowledge

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Examination department at STIE generally leaves no room for the grievances. But, if there are any, those are addressed with immediate intervention and support to make the examination experience stress free for students. Thus, at STIE the mechanism for grievance redressal related to examination is operationally effective. STIE puts in a great effort in making evaluations student friendly.

Internal Evaluation:

- **Class Test and Essay Test:** The units for the essay test and the class test are finalised keeping in mind the convenience of the students. Before the commencement of the exam students are oriented on the basic requisites such as number of questions, time limit, weightage given to each unit etc. Also the evaluation criteria is discussed with them by guiding them on expected answers and marks distribution for the same. Timely attention is paid to see that students have correct and sufficient resources to get ready for the exam. The test timings are decided as per students' convenience. Revision classes are conducted for the needy students. Thus, students' grievances related to the class test and essay test are solved during the above mentioned process. After tests, the answer papers are shown to students with the written constructivist feedback as per students' performance. If students' find any discrepancy, it is informed to the concerned subject teacher and gets it solved immediately.

- **Task/Assignments:** Prescribed Tasks/Assignments are explained to students well in advance along with the criteria for evaluating the same. Adequate choices are made available to students to enable students to showcase their talents and skills. If any grievance comes up with respect to this, instant attention is paid to it by resolving the issue.

- **Project based course activities:** Each project based course starts with a detailed orientation which includes explanation of activities to be conducted during the given time period and evaluation criteria for the same. Some activities are modelled using demonstrations whereas for some model work is shown for the concept clarity. Here, after each activity, students are mentored in groups and also individually. Thus,

timely guidance and mentoring help solve grievances with respect to the project based course activities if any.

External Evaluation:

Students are provided with proper assistance with respect to the exam form filling in the correct way. If any student faces any difficulty with respect to the details appearing on the hall ticket, it is addressed immediately and solved with the help of admin staff. The grievances related to university evaluation such as request for answer papers, re-evaluation of answer papers, ATKT form filling etc. are resolved with proper guidance and assistance from the teaching and non-teaching staff.

Thus, timely organised exam orientations, exam support provided before, during and after exams, survey conducted to know students' needs at the time of examination, and guidance provided whenever required ensures smooth functioning of evaluation. Students' queries and feedback is taken which then is used to improve the exam system. In some special cases, students' difficulties are discussed in the staff meetings and the required support is provided to the needy ones.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The smooth functioning of the academic year depends on systematic planning. For this purpose, an academic calendar is prepared before the start of the new academic year. It gives a glimpse of the activities to be held for the new academic year.

- STIE believes in Gandhian principles of all-round development of students through education. Thus along with the prescribed activities, additional activities are added to the curriculum which makes it wholesome and rich. One of the objectives to prepare the academic calendar is to ensure that this tailored curriculum is made visible to all students. It benefits students in planning their study schedule and also makes them physically and mentally ready for upcoming events.

- Each year, the task of preparing the academic calendar is given to two faculty members. While preparing the academic calendar, the activities of the earlier year are reviewed with respect to the success score of the activity, students' feedback, learning outcomes achieved and the financial and human resources used. This analysis aids the faculty members in deciding to continue the activity for the coming year or not. The process of the construction of the academic calendar also includes in depth study of the

theme for the international year. To make students aware of the significance of the given theme, various activities are envisioned and are added for the new academic year. The preparation of the academic calendar also involves data analyses results obtained from the SWOC and exit point questionnaires. Students' suggestions from the SWOC and their feedback on various activities gives the direction for planning new activities for the benefit of students. Once the academic calendar is made, it is discussed with all staff members and necessary modifications are made by considering the suggestions of the faculty with respect to the same. Once it is approved by all members of the staff, before administering it, it is presented to the CDC, IQAC and management committees for their review. Necessary changes are made keeping in mind the suggestions of these committees, if any. Once it is reviewed and approved by the management committee, the finalized version of the academic calendar is uploaded on the college website for students' reference. The same is also printed as a part of their handbook for easy access. The web link to find the academic calendars is <https://www.sti-edu.in/academic-calender.php>

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 period, examination dates, dates for the class test and essay test, mid-term break, Diwali vacation, Christmas vacation, public holidays, various competitions, celebrations of various national and international days and festivals, tentative time framework for different courses, etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered to. The timetable committee with the help of other committees, cells and clubs guarantees effective administration of the planned academic calendar for the benefit of students.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The PEO's of the course offered are aligned with the Vision, Mission, Core Values and Objectives of the college. Thus the college ensures the all-round development of the teacher trainees by attaining the set goals through effective planning, execution and evaluation of PEOs.

Carefully planned and a comprehensive list of PEOs, PLOs and CLOs demonstrates the output of the B.Ed. programme in terms of students' achievements and learning outcomes. This proves the inclination of the institution towards the Outcome Based Learning.

The institution takes utmost care to impart education through contextualised curriculum which is in alignment with the stated PEOs, PLOs and CLOs. Apart from the prescribed activities listed in the curriculum, a variety of activities are added to the curriculum. The college ensures that these added activities cover all aspects of PEOs and thus, prepare students for 21st century learners. Also, varied curricular, co-curricular and extracurricular activities organised for students enables the institution to make best use of the diversity of the classroom and attain the desired results with respect to the planned PEOs, PLOs and CLOs.

The college constantly keeps monitoring the methodologies used by the faculty to transact the curriculum. Constant encouragement given by the principal results in the use of participative methodologies which keep students' at the centre of the teaching learning process. Use of such techniques like research based learning, community oriented learning, inquiry based learning, cooperative learning, technology oriented learning, experiential learning, value based learning etc. helps college attain the PEOs, PLOs and CLOs.

To evaluate students' performance the college adopts the CCE approach of assessment. The CCE approach consists of the formative and summative evaluation techniques to assess students' learning outcomes. In order to achieve best results the tests constructed as a part of the summative evaluation undergo the important component of test construction which is blueprint preparation. It serves as a useful strategy for matching assessment goals with the set PEOs, PLOs and CLOs. To maximise learning outcomes of the course, the students are evaluated using a variety of prescribed tasks. The activities of the internal evaluation are altered as per the need and requirements. Utmost heed paid to align these activities with the PEOs, PLOs and CLOs aids the faculty in effective assessment of both the course and students.

Thus the preparation of curriculum, the methodologies used to transact the curriculum and the strategies used to evaluate the curriculum are planned in alignment with the PEOs, PLOs and CLOs.

In planning and evaluation of the course activities, involvement of students as one of the stakeholders becomes inevitable. To achieve this goal and thus to make the entire teaching-learning process student-centric in a true sense, the students' opinions are taken into consideration. This is achieved by obtaining the feedback from the students at the end of each activity. This feedback helps the college and also becomes an evidence of institutions efforts in ensuring alignment of stated PLOs and CLOs with the teaching learning process.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
50	48	49	49	50

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

STIE strives to reach the goal of all round development of students by drawing out the best in them using deliberately planned activities of head, heart and hand. A well planned academic calendar guides the faculty in this direction. The college also stresses on the pre-planned teaching plan for each subject at the beginning of the academic year. This exercise helps the faculty in wisely utilizing the available time and attaining the PEOs, PLOs and CLOs by carefully planning a variety of activities to transact the course curriculum. To accomplish this task more effectively and accurately, the information obtained through the exit point questionnaire and the feedback obtained from the SWOC analysis are used. The result of this well-planned teaching learning process reflects in the performance of students. This becomes an indicator of the attainment of professional and personal attributes in line with the PEOs, PLOs and CLOs. The students' progress is continuously monitored by scrutinizing their test results, class involvement, disciplinary attributes, interpersonal skills, class behaviour, performance at the internal assessment, engagement in community oriented projects etc. This clearly proves the constant and continuous monitoring of students' performance to achieve the best output. Thus, both the professional as well as the personal attributes are given appropriate weightage in order to achieve the vision and mission of the college.

Professional Attributes: The Two Years Choice Based Credit System course being a professional course, demands the development of professional attributes among the teacher trainees. These professional attributes such as content mastery, effective use of subject specific teaching methodology,

application and creation of knowledge, positive attitude towards teaching career, ability to carry out research and reflection, technological efficiency, globalised competency to suit the demands of the job market are kept at the prime focus. The attainment of these professional attributes are monitored and evaluated using both the formative and summative evaluation carried out throughout the year using the formal and as well as the informal ways.

Personal Attributes: The teacher being the agent of social change needs good character and a strong value system. Keeping this in mind, the college puts in special efforts to mould teacher trainees in this direction. Students' progress in this direction is monitored by assessing their performance during group activities, value based assemblies, value based courses, organisation of festivals and events at the college and school level, their interaction with the students, peers, faculty and principal at the college and school level. Thus this ongoing assessment of students enables the faculty to keep check on the attainment of personal attributes.

At STIE, the students' performance in the internal and external evaluation is mapped to check where the institution stands in terms of achieving the stated goals with respect to PEOs, PLOs and CLOs through the teaching learning process. This mapping is then analysed to gauge the strengths and weaknesses of the institution in terms of its curriculum planning, execution and evaluation. Thus, this analysed data is wisely used by the institution to raise the quality of education by bringing in necessary alterations in the teaching, learning and evaluation process.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 74

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 37

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The college offers numerous opportunities to the teacher trainees to help them acquaint with the know-hows, engage, explore and grow in the field of education. A wide range of activities are organised by the college to develop the skills and competencies of teacher trainees in all three areas – cognitive, affective and psychomotor. Learning outcomes of these activities serve as the performance indicators and helps the college reflect on the overall effectiveness of the course.

The initial needs of the students' are gauged through varied activities organised by the college.

Talent Search – Here the students' stage performance on the topic of educational significance. This is a group activity which is executed without teachers' assistance. This activity enable teachers know the needs of the diverse groups with respect to their personal and professional attributes.

Performance Tests – Tests are conducted in students' subject specialization to check their content mastery.

Mentoring – Students needs are also identified using mentoring techniques. Personal touch and assistance gives confidence to students and help them open up with respect to the challenges faced by them.

The identified initial needs of the students through the above mentioned activities are then discussed for the intervention programme. Learning outcomes of the activities organised as a part of this programme becomes the evidential bases of students' progress by helping them overcome their challenges. A few initial needs are discussed as follows –

Through the Talent Search activity it was observed that a few students were not proficient in linguistic skills. This need was identified and a Grammar Course was organised for them which helped them improve their linguistic skills. This improvement was noticed during internship programs and students' active involvement in the course activities.

Through mentoring and Talent Search activity, it was identified that the students had the stage fright and a fear of facing students. Thus, to boost their confidence the institution had organised a Teaching Skills Programme and a Personality Development Programme. These programmes made them confident which was seen through their performance during the internship programmes.

Performance tests conducted as per students' methods brought out few cases with poor content knowledge. To address this issue, a content enrichment programme was planned for students. The re-test taken showed the remarkable improvement in the area of students' content knowledge and understanding.

Through mentoring sessions, it was observed that some students had fear of handling technology. This

technophobia was addressed by exposing them to the course in technology - Tech Fluent Teachers. This transformed students into ICT enabled teachers.

The entry point questionnaire reflected lack of awareness among students with respect to inclusion, environment sustainability and gender equality, and apathy towards social responsibility. Students' learning outcomes in various courses such as Yoga, Bio-ethics, VENTEL, Heartfulness Education, Social Conscientization, Phoneshaala and other curricular, co-curricular and extracurricular activities proved their usefulness in terms of catering to their needs.

Also students' preference and the performance in the prescribed activities also substantiated the fact that students' initial needs were catered to. Students' responses at the exit point questionnaire endorsed this fact.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.13

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	0	0	0	17

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 9.75

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	15	13	22	03

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 13

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
16	08	13	16	12

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	99	99	99

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
99	99	99	98	100

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

STIE organizes various community outreach activities throughout the year to sensitize the trainee teachers towards their duties towards the society. These activities also serve the citizenship training goal of education and help in preparing responsible and empathetic citizens.

The **Beach clean-up drive** organized made the students aware of pollution and the ways through which they can prevent it.

Community Outreach Programmes at different centres working for disadvantaged sections of society and special children made the teacher trainees aware of the issues related to inclusive classrooms.

The Peace rally on the theme 'Let's Raise Our Voice for No Noise' helped in creating awareness about noise pollution in the community.

The **Daan Utsav** organised in collaboration with Sparsh NGO provided the opportunity to donate toys, clothes, and toiletries to the Street children.

Through **The Joy of Giving Week** students collected money, and utility articles and donated the money and utility articles to old age homes, orphanages.

The **Interschool and Intercollegiate Eco-Fest 'Planit E'** through various competitions assisted in spreading the message to care for the environment, preserve the environment and stop polluting the environment.

The Eye Testing Camp in collaboration with Titan Eye Ltd. helped to reach out to the members of these institutions and provide free eye testing.

Tree Plantation Drive sensitized the students towards importance of tree plantation for a better future. It provided the opportunity to plant trees and experience the joy and satisfaction of taking a step towards protection of environment.

Survey of Status of Women (SWS) project undertaken by the students as a part of DLLLE Project (Extension Work) gave an opportunity to survey women and understand their status..

Career Exhibition organized in the internship schools as a part of Career project (CP) created awareness among school students about the different careers and the requirements of these careers.

The Go Green with Tetra Pak Campaign was an environmental endeavour wherein a total of 26,026 used Tetra Paks was recycled and 3 garden benches prepared from the same were installed on the campus.

The **Community Outreach Programme** was carried out in Mukangan group of schools (Municipality schools) where in students teachers taught the children of these schools on every Saturday. This initiative provided the students teachers an opportunity to interact with children from

Workshop on Women Digital Literacy in Collaboration with the Maharashtra State Commission for Women (MSCW) created awareness among women about need of digital literacy and helped in developing their digital literacy skills.

Save Water-Safe Water Project (SOSVA) was carried out in internship schools by the student teachers in which they created e-content to sensitize school students about water crisis and saving water.

On **Prison Ministry Sunday** the student teachers collected and donated the toiletries to the prisoners. This initiative helped the students develop an empathetic attitude towards the prisoners.

Through Project PhoneShaala created a repository of audio lessons was then made available to 573 underprivileged learners across 3 states - Uttar Pradesh, Bihar and Maharashtra through toll free calls.

Innovative outreach Program **Each One Teach One**, was organised with the objective to reach out to lifelong learners from the society to make them aware and orient about this repository.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 3

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 2.4

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	04	02	02

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 15

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 15

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

- St. Teresa's Institute of Education is located in Santacruz west, Mumbai, Maharashtra in species green campus comprising of 2.19 Acres. Total land area of the institution is 12732.60 sq. m. with built-up area 1497.48 Sq.m. The institution has adequate facilities for teaching and learning as per the specified requirement by statutory body NCTE.
- **The physical facilities include** well-furnished, ventilated, ICT Enabled Classrooms, Seminar and Multipurpose hall (seating capacity 200), Computer Laboratory (50 Computers), Psychology Resource Centre, Micro-Teaching Rooms, Resourceful Library Cum Reading Room, Students Common Room, Teaching-Aids Room, Conference Room, Staff Room, Prayer Room, Gymnasium.
- **Other physical facilities** include Principal's Office, Administrative Office, Separate Toilets for ladies and Gents, Store Rooms, Open space for additional accommodation (terrace), Spacious Corridor
- **Institute shares** Multipurpose Playfield, Mother Veronica Hall, St. Teresa's Convent School Auditorium, Visitors Room and Parking Space with other institutions in the campus.
- Classrooms are equipped with smart boards, OHPs, Computers with wifi Connection, Sound System, Mics and Electronic Podium.
- Others health and safety measures in the college includes CCTV surveillance system, Biometric System, Fire Safety System,
- College has eco-friendly system for waste segregations with different bins, Water Purifiers, Composting Machines etc.
- Library collection (12,185) mainly comprises of books, reports, references sources, theses and dissertations, national and international journals on subjects like Teacher Education, Psychology, Management, Research Methodology, Statistics, Religion, Values and Ethics.
- The library services are automated with iSLIM Library Management Software. iSLIM is used comprehensively for OPAC, Report Generation, Library Transaction, etc. CCTV Surveillance, Barcode and QR code technologies are implemented in the library.
- Library has subscribed NLIST databases through which users will have access to e-resources comprising of 6,000+ e-journals and 31,35,000+ e-books. All the staff members and students are provided with individual User IDs and Passwords ensuring 24*7 accesses to NLIST Resources. Also library web page and Blog gives access to many Open access educational resources. Reprographic and free internet facility is available for users.
- Computer lab equipped with 48 Desktops, OHP, Wifi facility is extensively used for teaching learning activities

- Since pandemic many digital platforms like ZOOM, Google meet, Google classroom etc. are also used for teaching learning. The institution purchases the zoom and Auto-Proctor license as per the requirement. College is using G-Suite extensively for teaching learning and other educational activities. Official YouTube Channel of the college has several live and recorded sessions of educational webinars. College facebook page is instrumental in reporting all curricular and co-curricular activities held at college. Library Blog publishes the students' literary activities.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities

Response: 6

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 6

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 9.5**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	1.1	2.2	1.3	8.1

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.2 Library as a Learning Resource**4.2.1**

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

STIE library has upgraded its library management system by opting for iSLIM Library Management Software by technology partner algorithms

It helps to automate library processes and provides interactive user experience. St. Teresa's Institute of Education has opted only essential modules like Acquisition, Cataloguing, Circulation and Serials which helps to acquire, catalogue and circulate documents and publications etc.

Advanced modules such as Statistics, CAS, SDI, SMS etc. that may be selected depending on requirements and funding, budget allocation conditions.

Acquisition

The Acquisition module supports the range of activities from making a proposal to acquire an item until it is finally paid for and accessioned. In any Whether you have a multi-libraries setup, centralized purchasing, distributed ordering management, the iSLIM's acquisition system is capable of managing all kinds of workflow.

- Online Users Request/Approvals Handling
- Suggestions For New Purchases based on Item Usage

- Exhaustive Budget Management, GST Management
- Automatic email reminders/Letters to vendor for books which are not received
- Vendor portal for vendors to submit quotes online, track order status, submit invoices

Cataloguing

It Catalogues records in a smarter and faster way with the user friendly, highly flexible and powerful cataloguing module. Enables cataloguing of any type of material, Physical as well as Digital.

- Create customized templates for data entry.
- Auto populating and copy cataloguing features makes data entry faster and accurate.
- A simple Authority Editor to maintain quality of bibliographic data
- Multiple entry points for catalogue editing
- Records can be exchanged using MARC Standards
- User generated and advanced query based customized reports

Circulation

The system is integrated with Barcodes, to help accurate & faster issue/return, hassle free Stock Verification.

A variety of reports and statistics are can be produced which helps in understanding usage of the library, It helps to build collection and improves staff efficiency & service standard.

iSLIM Serials Control system controls and maintains library's periodicals, magazines in the most efficient way. It can manage manages traditional and complicated subscription, e-databases, e-journals, Bound volumes and many more resources. Main features are

- Integrated with Cataloguing module to minimize data entry efforts
- Automatic subscription forecast and scheduling
- Schedule automatic reminders for non receipt of loose issues
- Easy creation of Article Indexing database linked with OPAC

iOPAC – Online Public Access Catalogue

iSLIM, enables all library users quick and easy access to the catalogued library resources-. Users can check current and previous loans, Renew and Reserve Books, Check Reservation Status etc.

- iOPAC of iSLIM offers powerful, accurate and faster search engine with relevant filters to narrow down search results.
- favourite searches can be saved in a persistent basket and share with others
- it can offer easy and secured access to uploaded digital material
- Users can See Book Preview available on Google Books

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The institutional website <https://www.sti-edu.in> has a dedicated STIE Library Page <https://www.sti-edu.in/library.php>

This page serves as a gateway to various library resources as given below through EIGHT TABS as shown in the image. Teachers and students make frequent use of these resources. Various orientation and user education programs are conducted throughout the year to train the users for maximum utilization of these resources.

1	Library Webpage	https://www.sti-edu.in/library.php	Full text Access to NEP 2020 and National Curriculum Framework, National Professional Teachers Standards, E-Pathashala Portal is provided
2	Library Web OPAC	http://103.204.165.143/iOPAC/	Provides off campus and on campus quick and easy access to the catalogue of library resources. Users can Check current and previous loans, Renew and Reserve Books, Check Reservation Status using this tab etc.
3	NLIST Resources	https://nlist.inflibnet.ac.in/	Provides 24*7 access to 12 E-books databases (1,99,000+books) and 10

			<p>E- Journal databases (6000+Journals) through NLIST Consortia (subscribed by college)</p> <p>All the STIE library users have individual NLIST User-IDs and Passwords.</p>
4	Library YouTube Channel	https://nlist.inflibnet.ac.in/	<p>Number of videos on information literacy, search techniques, databases orientations, reference citations etc. can be accessed through this</p>
5	Library Blog	http://stie73library.blogspot.com/	STIE Library Blog updates the users about library activities, OERs, and important library notices.
6	Free E- Resources	https://www.sti-edu.in/free-e-resources.php	Several free full-text, Open Access Scholarly Information Resources Databases in English and State Language Marathi can be accessed through this.
7	B.Ed. Question Papers	https://drive.google.com/drive/folders/1Twn_BKPsPa1P95_0EErJLrq97nfJOzhZJ	College and University Past Question Papers of B.Ed. Curriculum are made accessible through this tab.
8	QR Code for Question Papers		<p>Question Papers can also be accessed through QR Code uploaded on Services Page.</p> <p>https://www.sti-edu.in/library-services.php</p>
9	EIL Google Classroom		STIE Library conducts Electronic Information Literacy (EIL) Certificate Course for SYBED Students. They can access the E-Content of the Course Material comprising of Lecture

		Videos, Assignments, Notes, PPTs, Google Quizzes posted on their EIL Classrooms of their respective batch.
10	STIE NDLI Club	STIE NDLI Club offers NDLI orientation Sessions to its users. Gate way To NDLI Resources is given through Free-Resources Page.

As result of frequent, indepth Orientaion Programs, Information Literacy Sessions and Library Orientaion Programs conduvted by institutional library

Students can use these e-resources off campus also very comprehensively and effectively. Though being a BEd college with intake capacity 50, several times, in NLIST e-Resources usage, we are ahead of thousands of Degree Colleges in the country with student strength of several thousands !

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.43

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.50	0.53	0.42	0.37592	0.32832

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 18.5

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 477

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 345

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 278

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 253

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 627

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

St. Teresa's Institute of Education continuously strives to provide needed technologies and update its ICT facilities in order to ensure efficient functioning.

Institution has the following ICT facilities for the execution of daily academic and administrative activities and regularly updates the amenities to ensure smooth functioning in an easy, efficient and transparent manner.

- **CCTV Surveillance System:** The college has CCTV Surveillance System which is maintained and checked regularly. The facility is enabled in all classrooms, corridor and library.
- **Local Area Network (LAN):** The computers in the office and library are connected via Local Area Network and maintenance if required is ensured for smooth functioning.
- **WiFi Facility:** The Wi-Fi with 25 Mbps connection is available. The subscription is renewed each year and maintenance if required is taken care of by ABS Broadband Services. The Internet facility is powered by 4 Internet routers, 2 internet connections, and 1 dongal.
- **Digital Equipment:** The college has 67 desktops (out of which, 50 computers are in the computer laboratory), one laptop, printers, scanners and LCD projectors, Biometric System to enable effective curriculum transaction and administrative processes. Computers are frequently updated with Antivirus and other required softwares. Every year, budget is allocated by the management for annual maintenance and up-gradation of ICT facilities. Institution has AMC with Cyber Ganesha and algorithms Consultants Pvt. Ltd. for this purpose.
- **E-Classrooms/Smart Boards:** Significant investment has been made to update the classrooms with Smart Boards and other facilities like Microphones, OHP Projectors, Computers with internet access, etc. to empower the teaching-learning processes.
- **Library Web Interface:** Since 2011, the institute subscribes to e-Resources Consortia NLIST in which digital resources are added every year. Currently the users can access 1,99,000+ e-books and 6000+ e-journals through its 10 e-journal databases and 12 e-book databases. Individual user IDs and Passwords are provided every year to all the students to ensure 24*7 off-campus and on-campus access to scholarly e-resources. The information to this can be sourced at the following link <https://www.sti-edu.in/library.php>
- **Barcoding system in the library:** Newly acquired library collection and new membership cards are barcoded regularly which ensures quick and zero-error transactions.
- The college library has two dedicated computer terminals with Wi-Fi facility for students to access the e-resources. Regular updates of Library management software iSLIM are done to make

it more user friendly and functional. The institutional AMC is functional for the same.

College Social Networking:

College Facebook Page: All the curricular and co-curricular activities of college are regularly reported on the Facebook page of the college.

YouTube Channel: Videos of Educational webinars, seminars and workshops are uploaded.

Online Platforms for Teaching Learning: During the COVID-19 pandemic teachers opted for online teaching mode through many digital platforms. The college subscribed to Zoom video communication platform whenever required for conducting webinars and workshops. College also availed the facility of G-Suite for Education in order to facilitate curriculum transaction for eg. using Google meet, Google class room and availing extensive drive space. The institution subscribed the facility of AutoProctor software for conducting online Exams.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.49

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 25

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 25

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 6.2

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.24	2.80	1.19	1.21	1.18

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Laboratories (Psychology Laboratory & Computer Laboratory): Infrastructure committee is responsible to maintain and upgrade the laboratories with necessary equipments from time to time to cope with change in the syllabus. Physical Verification is carried out to verify working/non-working/missing equipments etc. Precautionary maintenance and routine monitoring is carried out regularly.

Sport equipments: Under principal's supervision, support staff looks after the functioning of facilities. The sports equipments are issued to the students as per the schedule of the events. For out of order equipments, repairing and maintenance is done. Preventive maintenance measures are taken in time. One of the staff member is responsible for utilization of sport Facilities, activities held, awards for the students etc.

Class Rooms: Class rooms are allocated to all subjects along with necessary ICT facilities and are utilized as per the time table. The class rooms are cleaned on daily basis by support staff. Institute head (Principal) monitors and ensures that the cleanliness is maintained in the class rooms and the college premises. Institute has also appointed housekeeping staff to maintain the garden and toilets.

IT facilities: All the classrooms are equipped with PCs with internet facility, essential softwares and peripherals and CCTV monitoring system. Regular updating of Antivirus software ensures the safety of all computers from data theft and virus attacks. AMC for water purifier, AC, computers and library management software is paid annually to concerned external agencies. In case of major issues of maintenance vendors are hired for maintenance of IT facilities

Electrical, Plumbing, etc.: Maintenance for electrical work, carpentering work, plumbing work, printers, CCTV, projectors, barcoding and biometric system is opted through on call facility as and when need arises.

Shared facilities are availed with prior official permission of management. Maintenance of the shared facilities is taken care of by the management.

Library is automated with iSLIM software. Annual AMC is paid for library software maintenance. 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 utilisation of physical and electronic resources available through library. Book bank facility is made available for needy students. Stock verification is done annually. Clattering, chatting, messing of things and eating is prohibited in the library.

Pest control for the college building and library is done regularly.

Tally used for accounting purpose and to keep financial transactions including purchase and infrastructure.

In the beginning of the academic year, students are oriented about the systems and procedures for proper utilization of these facilities. Rules and regulations of the institute and the institutional library are accessible through college handbook as well as institutional website for their perusal.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

9.Canteen
10.Toilets for girls

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 76.42

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
41	36	31	37	43

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 28**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 14**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.72**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	2	1	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

“ I start with the premise that the function of leadership is to produce more leaders, not more followers. “
- Ralph Nader

Student council elections offer a platform for students to nominate themselves based on their exceptional leadership qualities and skills. Through a general vote, the student body decides the elected members of the council board, who will be entrusted with important responsibilities. These responsibilities are assigned based on the spark identified by the faculties, ensuring that each member can contribute effectively to the council's functioning. The student council typically comprises five elected members, with the General Secretary (GS) leading the council and coordinating activities among the members, teachers, and students. Other council members play crucial roles in organizing events, maintaining records, and promoting student-teacher participation in various cultural programs.

Responsibilities of the Student Council:

1. General Secretary (GS):

As the head of the student council, the GS holds the responsibility of leading the council and ensuring smooth coordination among its members, teachers, and students. They act as the primary point of contact and representation for the council and oversee the execution of council initiatives and activities.

2.Coordinating Assemblies and Record-keeping:

Other council members are responsible for coordinating daily and special assemblies. They maintain records of these assembly, ensuring that all significant programs are recorded accurately. Additionally,

they preserve high-quality images of events, which serve as valuable memories and resources for the school.

3.Promoting Student-Teacher Participation:

The student council is entrusted with the task of encouraging maximum student-teacher participation in cultural programs. Council members actively engage with students and teachers, motivating them to collaborate and contribute to the development and presentation of high-quality cultural programs. Through their efforts, the council aims to showcase the talents and abilities of the school community at intra- and intercollegiate platforms.

4.Upholding Discipline and Addressing Grievances:

One of the primary goals of student council is to uphold discipline within the school premises. Council members serve as role models and facilitate a conducive environment for learning and growth. They also act as channels for students to voice their grievances, ensuring that their concerns are appropriately addressed by the school administration.

5.Coordinating Academic, Athletic, and Cultural Events:

The student council plays a vital role in organizing and coordinating various academic, athletic, and cultural events. They actively engage with teachers, students, and external stakeholders to plan and execute these events, fostering a spirit of collaboration and enthusiasm among the school community.

6.Bridging Communication between Students and Faculty:

The student council acts as a significant link between students and faculty members. They facilitate productive communication and interaction, ensuring that student perspectives and concerns reach the appropriate authorities. The council represents the student body, serving as a conduit for expressing their opinions and suggestions.

The council members, through their communication channels, they bridge the gap between students and faculty, fostering a harmonious environment for growth and learning. The student council serves as a driving force in organizing events and providing innovative ideas for the continuous improvement of the college.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 13

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	12	6	14	9

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

“Never underestimate the importance of a strong network. Build a diverse network, seek mentors, and when the time comes, pay it forward and be that person for someone else”

- *Diana (Knapp) Ledford.*

Creating an engaged, helpful alumni network is vital to an institution's success. The goal of alumni engagement is to foster a lifelong relationship between the institution and its graduates, keeping them connected and involved in the institution's community. The Alumni Association of the College is a source of strength and a strong pillar, who always support and endure the interest of the College. College gives an opportunity to the alumni to provide mentoring, internships, and career opportunities to students. These are just a few of the reasons why alumni association is an important body to the success of our institution. The good alumni relationships that we have maintained bring many benefits to both the institution and the alumni. An engaged alumni network has allowed us to benefit from the skills and experience of our graduates, by offering their support to our students, to the institution and to each other. Talented alumni of our institution have a wealth of experience and skills to share with current students via talks. In certain cases, this could go even further with alumni offering to practically support students in work placements and help them launch their careers as teachers and teacher educators.

At STIE, the Alumni Association acts as an effective support system. They are ever ready to help and share their wealth of knowledge with the students. The principal and the faculty identify the alumni with special talents who are called to deliver sessions, interact with the present students, and judge different competitions in order to motivate students. Judging different competitions -The alumni are invited to judge different competitions held at STIE such as Ms. Education Contest, singing competition, and intercollegiate fest competitions and many other events. The inputs by the judges motivate and help the participants to recognize and nurture their talents, conducting workshops, and sessions -Alumni of STIE are invited as the resource persons for different workshops and sessions. Alumni delivered a few sessions of the add-on course like Tech-Fluent Teachers. They share their knowledge about different online tools they used to prepare and deliver online lessons. All the panelists of the Big Five Talk Show were alumni of STIE. Model Lessons-Alumni of STIE are also involved in giving model lessons in the subjects of History, English, Maths, and Science. This helps in motivating the student-teachers to recognise and nurture their talents.

Alumni regularly contribute to the development of the institution by offering their expertise and advice. The alumni helps by

1. Functioning as resource persons for various sessions such as in Tech based learning, communication skills.
2. Enhancing curriculum strength through the development and implementation of enriching courses like STEP Certificate course (Super Teacher Empowerment Programme)
4. Mentoring students by providing guidance in academic, co-curricular and technical aspects. The alumni presented demonstration lessons in different subjects. The alumni were resource persons at

programmes organised by the college. They helped in conducting workshops that gave students valuable inputs in teaching-learning especially with respect to use of technology.

4. Another noteworthy contribution has been in the area of Placement. Alumni have helped in Pre-Placement activities by conducting sessions on appearing for interviews and giving demonstration lessons. The alumni coordinate with the faculty in charge and convey information about vacancies and help students to apply and prepare for the same.

Alumni engagement is important for several reasons. Alumni can provide valuable support to their alma mater, through other means such as mentoring current students, offering career advice, or participating in networking events. Maintaining a strong relationship with alumni can enhance the institution's reputation and increase its visibility in the professional world. Alumni can serve as ambassadors for the institution, helping to attract new students and faculty.

There are various ways in which alumni engagement involves themselves into:

1. Communication: Regular and effective communication is key to keeping alumni informed about news, events, and opportunities related to their alma mater. This is done through email updates, social media platforms, and dedicated alumni website.

2. Events: Organizing events specifically designed for alumni networking events like Planit-E, STEP and Big Five Talk Show etc.

3. Volunteer Opportunities: Offering volunteer opportunities allows alumni to give back to their alma mater. They participate in activities such as guest speaking, career mentoring, or serving on advisory boards.

4. Professional Development: Alumni helps to enhance their professional skills and stay connected to the institution's resources.

5. Co-curricular activities: The alumnus are invited to judge the various competitions like Miss. Education Contest, singing competition, and intercollegiate fest competitions and many other events

6. Mentoring: These sessions are organized by the alumni to guide the students on coping with challenges that could arise during the B.Ed. course and handling examination stress also guiding them by conducting sessions Words of wisdom. These sessions have an inspirational and motivational influence

on the trainees.

7. Alumni as mentor: Alumni serves as a mentor in conducting workshops on Calligraphy, Sketchnoting, Orientation to Google Classroom and Online teaching and many other sessions.

8. Alumni role in honing the latent talents of students: Alumni function as judges during competitions and offer their constructive feedback thus helping students to recognise and refine their talents.

Alumni engagement involves nurturing and maintaining a relationship between an institution and its former students through effective communication, events, volunteer opportunities, professional development. By actively engaging alumni, institutions can benefit from their expertise, support, and advocacy, while alumni can stay connected, contribute, and benefit from their alma mater's resources and network.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The Alumni Association plays a pivotal role in providing essential support to the institution. It acts as a strong foundation, fostering the college's progress and advancement. Alumni serve as invaluable assets, contributing significantly to the institution's growth and establishing a robust reputation. They actively

promote the institute, aiding in its brand establishment and recognition. Moreover, alumni extend their assistance by offering, internships, and valuable guidance regarding career choices to students.

Mechanism through which Alumni Association supports the institution in nurturing special talent:

1. Professional Growth and Opportunities:

The Alumni Association serves as a pivotal force in nurturing exceptional talent by actively facilitating job opportunities and internships for students. Leveraging their expensive professional networks, alumni play a crucial role in connecting students with prospective employers and industry experts. Drawing from their own experiences, alumni generously share insights and provide valuable career guidance, empowering students to make well-informed decisions about their professional journeys and growth. Through their mentorship and support, alumni contribute significantly to the development and success of students.

2.Mentorship and Guidance:

Alumni serve as mentors to students, offering guidance and support in their academic and personal journeys. They provide valuable insights into their respective fields and help students navigate challenges. Alumni share their experiences and lessons learned, motivating students to strive for excellence and overcome obstacles.

3.Skill Enhancement Programs:

The Alumni Association organizes skill enhancement programs and workshops to equip students with classroom related skills. Alumni conduct sessions on topics like communication, leadership, and technical skills, preparing students for the competitive job market. These programs help students develop a well-rounded skill set and enhance their employability.

4.Networking Opportunities:

The Alumni Association plays a pivotal role in organizing networking events that foster meaningful connections among students, alumni, and professionals. These meticulously planned gatherings creates conducive environment for students to establish invaluable relationships and broaden their professional networks. Through these events, students are presented with abundant opportunities to forge valuable connections with individuals who can positively impact their careers. This valuable support significantly enhances students' prospects and increases their likelihood of securing suitable and rewarding professional opportunities.

The Alumni Association serves as a robust backbone for the institution, offering unwavering support in fostering and nurturing exceptional talent. Alumni helps in imparting invaluable mentorship, and guiding students towards professional development. They proactively organize enriching skill enhancement programs and engaging networking events, serving as catalysts for students' growth and broadening their horizons. Moreover, alumni make substantial financial contributions to the institution, empowering deserving students to pursue their educational aspirations. The enduring bond between the institution and its alumni mutually benefits both parties, fortifying the institute's standing and reputation. Through their active involvement and unwavering support, Alumni Association assumes vital role in motivating and cultivating extraordinary talent within the institution.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The vision statement of the Institution is - STIE stands for 'SENSITIVE TOLERANT INNOVATIVE EDUCATION'. The mission statement of the Institution is 'Emancipation, Empowerment, and Enlightenment of teachers leading to Excellence in Education.' The display boards featuring the same are placed in the college premises to familiarize the stakeholders. The vision and mission statements are uploaded on the website, printed in the college calendar and elucidated to the staff and students during orientation.

Nature of governance: The overall governance follows the mission and hence works towards excellence in education through various programmes that are conducted to emancipate, empower and enlighten learners. Accountability, capacity building and strategic thinking are the key drivers to attain the vision and mission. The management provides requisite mentoring to the Principal, faculty and students and at the same time gives academic freedom to plan the curriculum, design the curricular approaches and meet the goals of the institution. The proactive management, faculty, alumni and students work in synchronicity to ensure that the vision and mission are actualised. A democratic and participative style of functioning helps to realise the goals envisaged by the college.

Perspective Plans: Bearing in mind the challenges and opportunities of the present times and guided by documents like NEP 2020, the college has formulated a five-year perspective plan that aligns to the vision and mission statements. The college is a women's college and hence activities for emancipation and empowerment of women are conducted regularly. The educational landscape is constantly being redesigned by changes in technology. Hence life and career related skills, learning and innovation skills and information and technology skills are emphasized through the programmes that are part of the perspective plan. The college aims at equipping earners with self-direction, leadership, responsibility and accountability and at the same time being sensitive to the needs of society. Thus, the vision of imparting Sensitive, Tolerant, Innovative Education is integrated into all activities of the college.

Participation of stakeholders: The institution ensures participatory administration through various committees that have adequate representatives from the management, staff, alumni, and students. These committees and cells meet periodically to review the perspective plans and evaluate the performance of the Institution. The committee members plan activities, discuss various issues, deliberate upon the multi layered feedback received from stakeholders and ensure effective functioning of the institution through participative management. Feedback got is respected and the suggestions given are worked upon. Quality measures and important decisions are taken to improve the performance of the Institution based on the feedback given by the committee members. Various committees and cells set the bench marks for the quality enhancement of the institution. Regular meetings provide the avenue to share the information

about all the activities completed and the milestones achieved by the institution, faculty, and the students. E-governance is duly dovetailed wherever possible to ensure that all stakeholders are informed of the decisions and action taken. Transparency in decision making, policy formulation and knowledge sharing help to make the vision mission a reality.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The institute promotes an ethos of participative management by involving the staff and students in various activities. The Management and principal, along with the faculty, define the policies, procedures, and rules pertaining to all the activities of the college. These are communicated to all stakeholders and are effectively implemented to ensure the systematic functioning of the institute.

Decentralization practised in the institution: A model of decentralization is implemented wherein staff members identify their responsibilities according to their portfolios and plan relevant activities. Adequate academic freedom is given with respect to the teaching learning process as well where the use of multi modal approach is encouraged. The college has a number of cells/ departments/ committees which are managed by the faculty. While the Principal is the ex officio chairperson for the same, the faculty also has much freedom to plan and execute the programmes under each cell. Democratic decision making is practised to ensure that the activities ultimately align with the vision, mission and goals of the college. Bodies like the College Development Committee, IQAC, Alumni Cell and Curriculum Planning Committee include experts from the society or other educational institutions. Their expertise enhances the quality of education in the college.

Participative management: Decentralisation is linked to participative management and is evident through the various faculty development endeavours undertaken by the faculty whereby they hone their leadership skills by overseeing various academic, co-curricular, and extra-curricular activities. They collaborate with other institutes and colleges to organise seminars/ workshops/ conferences/FDP some of which are part of the MOUs signed with other institutions. The clerical staff members are involved in the preparation of the annual budget of the institute. They also correspond with the University and NCTE for

various activities. They are involved in executing day-to-day support services for both the faculty and the students. Meetings are held periodically for discussing the issues and challenges and the developmental aspects of the institute. Sharing of constructive ideas and suggestions is always appreciated and welcomed. The inputs received are reviewed and those which are in line with the institute's Vision and Mission Statements are considered for implementation. The Student Council is a vibrant body where students plan and carry out activities under the faculty mentorship. Suggestions from the student council are highly valued and their involvement in planning and executing various programmes is an indication of participative management. Various approaches to participative management include consultation and joint decision making.

Decentralisation and participative management are evident as the views and suggestions of stake holders are regularly sought and included in the planning. Required information is readily provided to stakeholders. Original ideas are encouraged and team spirit is the pivot of all activities. Thus, decentralisation and participative management is reflected at three levels

- Planning - where management representatives, principal, staff, students and alumni plan strategies
- Implementation - where the planned activities are led to fruition
- Review and refining -where multi-layer feedback is sought and analysed for further refining of plans.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Transparency in education offers explicit information to all stakeholders and promotes accountability in an institution. The college practices transparency in various aspects as described below.

Financial transparency: The Annual Budget is shared with the faculty and also presented at the CDC meeting for review and suggestions. Mobilization of funds obtained through grants and tuition fees collected from the students is done with the knowledge of the faculty so that financial resources are utilized judiciously for the execution of different activities and events conducted throughout the year. Internal audit by the Society that manages the college and external audit by a Chartered Accountant ensure that there is financial transparency. Appropriate receipts are issued for any fee charged from

students. In case the college receives any funding for organising seminars and workshops, the accounts for the event are maintained and certified by a C.A. Budgeting is done at the beginning of the financial year and this is put forward for scrutiny of the governing body. Any major expenses and purchases are undertaken only after following proper procedures. Purchases towards the library, laboratory and technology equipment are done after checking with different vendors and after discussion in the appropriate committees. This ensures proper utilisation of funds.

Administrative transparency: To ensure administrative transparency, the rules and regulations of the college along with the code of ethics are available on the college website (https://www.stiedu.in/pdf/Code_of_Conduct_for_STIE.pdf) as well as in the students' handbook. The planning and execution of all events and co-curricular activities are done at regular staff meetings to discuss the feasibility of carrying out the same. All circulars and e-circulars pertaining to admissions are communicated to the students. In case of appointment of staff administrative transparency is followed. Similarly Career Advancement Scheme(CAS) guidelines are followed for placement of faculty and all documents are available for perusal.

Academic transparency– The CLOs and PLOs are displayed on the college website. The academic calendar is uploaded on the website and weekly timetables are displayed on the Students' Notice board. Orientation to all academic activities such as Theory, Tutorials, Tests and Assignments, practical work, etc is done by the faculty so that students are fully aware and informed. Performance of students in Internal assessment is conveyed to all students. Grievances if any are resolved through the set procedures. All results (including re-evaluation) are declared on the University website the details of which are shared with students. Reports of all activities are given coverage through the website and through the college YouTube channel and Facebook page.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plan of the college includes six major areas - capacity building and skill development, academic quality, research culture, community outreach, strengthening collaborations and green endeavours. Activities are envisaged under each of these areas. The area 'strengthening collaborations' spelt out two major activities (i) signing MoUs with different institutions (ii) involving alumni. Accordingly, MoUs were signed with various institutions one of which was the Bhopal School of Social Science (BSSS), Bhopal. BSSS is an autonomous college accredited with A+ grade by NAAC. The

association with this highly valued institution was leveraged to conduct a webinar in May 2022.

Activity conducted: The theme of the Webinar was National Education Policy 2020: Restructuring Education for Enhancement. The objectives of the Webinar were

1. To inform about the reforms and objectives of the NEP 2020.
2. To appraise the new features of the National Education Policy compared to previous policies and practices.
3. To deliver first-hand knowledge to the teachers and assess the parameters of the New Education Policy (NEP) 2020.
4. To identify Issues with the implementation and how to proceed with the new policy.
5. To analyze the strategies of implementation and implications of NEP 2020 in Higher Education.

Sub-Themes were decided upon and communicated to the resource persons A series of meetings were held with BSSS to discuss and allocate responsibilities to staff and students. The webinar gave an overall view of NEP 2020 as well as the issues with the implementation of NEP 2020. The webinar was streamed live on the BSSS YouTube channel and a report was uploaded on the college's FB page, and website. The participants contributed research based/conceptual papers and the conference proceeding were published.

Deployment strategy: The deployment strategy for the above-mentioned event followed the Japanese model of *Hoshin Kanri* where Hoshin means 'compass needle' and 'kanri' means 'administration'. This involves identifying the gap between current state and expected future state. This gives an idea of 'what to achieve'. Once this is clear then we move to 'how to achieve'. The Indian educational scenario from 2020 to date is much impacted by NEP 2020 which elucidates the expectations from education in the years ahead. The college is committed to make NEP 2020 a reality but for this it was necessary to assimilate the essence of the document. The webinar conducted in collaboration with BSSS helped to gain clarity about NEP 2020 and the 'what to achieve' aspect is now fairly clear. The learnings gained from the webinar are now being reflected in the further activities planned with respect to achieving the recommendations of NEP 2020 i.e the college is now concentrating on the 'how to achieve' phase. This deployment strategy is used as it helps to move steadily to achieve the set goals. The firm understanding gained regarding NEP 2020 has helped to design part of the strategic plan for 2022-23. We intend continuing the association with BSSS and other institutions to realise the recommendations of NEP 2020.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The college has a number of institutional bodies that ensure smooth functioning of various administrative and academic activities.

The **Governing Body** of the college guides the policy making in the institution. Budgetary allocations and certain financial decisions are taken by the Governing Body. The governing body guides the staff and students through the Principal. New proposals are discussed in the meetings of the governing body.

The **College Development Committee (CDC)**, which is constituted as per the guidelines laid down by Maharashtra Public Universities Act, 2016, oversees the entire administrative setup of the college, discusses the various activities planned and mentors the staff regarding quality enhancement. The CDC also reviews the working of the college and makes suggestions for institutional development. At the beginning of the year, the faculty of the college designs and presents the Academic Calendar and the perspective plan for review to the College Development Committee.

The **Internal Quality Assurance Cell (IQAC)** is constituted as per University Grants Commission and NAAC guidelines. The IQAC sets benchmarks for various activities and guides the various programmes to ensure that quality is integrated into every aspect of the institution's functioning. The Annual Quality Assurance Report is prepared for submission to NAAC. Feedback from stakeholders is collected, analysed and placed before the IQAC for inviting suggestions for further improvement. Both CDC and IQAC are consulted regarding new appointments and Career Advancement of the staff.

Other than the above-mentioned bodies the college has other cells like Admission Committee, Curriculum Planning Committee, Examination Cell, Research cell, Grievance Committee, Student Council, Library Committee. Activities like Internship and Community Work are organised through teams or groups under the mentorship of faculty members.

The smooth functioning of all institutional bodies, committees and cells is ensured by

- Systematic formation of the institutional body by following prescribed norms
- Preparing policy documents and manuals to guide the functioning of institutional bodies

- Conducting regular meetings
- Documentation of all activities
- Communication of the working of the bodies to concerned stakeholders
- Regular review of the activities undertaken
- Furnishing Action Taken Reports
- Inviting suggestions for improvement through multi-rater feedback
- Synchronising all activities with the vision, mission and goals of the college.

The college also organises sessions where the members of the different institutional bodies meet to study contemporary management strategies that can help to improve the working of these bodies. The Principal and faculty attend many faculty development programmes to enhance their understanding of management strategies so that they contribute effectively to the progress of the college. Collaboration with other educational institutions through formal MoUs and by interaction through other platforms helps to widen one's horizons of thought and thus helps to improve the functioning of institutional bodies.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The various bodies, cells and committees of the college meet regularly and help to plan activities directed to ensure holistic development. Decisions taken during such meetings are then taken up for implementation. One such a decision and the implementation are described below

Name of the committee: Seminars, Workshops, and Courses Committee

Date of Meeting: 17th June 2021

Decision taken: Prof. Dr Giselle D'souza conceptualized and proposed the Super Teacher Empowerment Programme (STEP) as a Value-added Certificate Course to orient student teachers to the teaching methodology in schools affiliated with different Boards of Education. The decision was unanimously accepted by the committee.

Rationale for the decision: Today one finds schools affiliated to various Boards. Aspirant teachers need to be aware of the nuances of these boards so that they are equipped with requisite skills to give their best when they choose to work in a particular school. Speaking to persons working in different schools gives in-depth understanding of how different boards function.

Implementation of the decision: Super Teacher Empowerment Programme(STEP) is a 30-hour course designed to orient student-teachers to the practical aspects needed to excel as teachers in SSC, I.C.S.E, C.B.S.E., I.G.C.S.E, and I.B. Board schools. This programme aims at providing student-teachers with a holistic knowledge base and practical orientation to teaching in schools affiliated with different boards of education. The course outcomes are listed below

- Developing the confidence needed to teach in the schools affiliated with the different board types.
- Empowering students to make well-informed choices about joining a given institution on completion of their B.Ed.
- Gaining insight into subject-specific knowledge and competencies that are needed to perform in a given school type.
- Getting a hands-on experience in preparing subject-specific lesson plans.

The Course Content was framed to give general orientation, Subject Specific inputs, demonstrations of lessons in different methods, assignments to deal with the practical aspects related to various boards viz. SSC, I.C.S.E, C.B.S.E., I.G.C.S.E, and I.B. Board schools.

Outcomes of the decision

The introduction of this course offered multiple benefits, the most important being that it enabled the trainees to make well-informed career decisions. Their performance at the course too proved their mastery of the pedagogical know-how and skills that the course comprised of. Their grade summary wherein 21 students were placed in the 'Exemplary' category, 22 students were rated as 'Excellent' and 7 students 'Satisfactory', itself substantiates this fact. The placement profile for the year 2020-21 witnessed 11 students being placed in schools affiliated to the S.S.C. Board, 11 opted for the I.C.S.E., 9 for the I.G.C.S.E., 6 for the C.B.S.E. and 3 for the I.B. These statistics indicate the paramount importance of STEP in equipping student-teachers with the necessary repertoire of skills and expertise in exploring job options and seeking placement in schools other than those affiliated to just the S.S.C. Board of Education as in past years. This need-based course met with the objectives it was intended to achieve in terms of stepping up the passion and proficiency of student-teachers bringing about their smooth transformation.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The well-being of the teaching and non-teaching staff is always the main priority of the Management.

Career advancement of faculty: The Principal identifies the needs of the faculty for development in career and encourages the staff and also guides them to take the necessary action for their professional growth. The panel of experts is invited as per the norms of the Directorate of Higher Education and University of Mumbai. The qualified faculty are then placed in the appropriate stage as per the PBAS

and CAS norms.

On-duty leave is granted to the faculty for attending professional development activities and University Examination, Syllabus revision duty.

Staff development programmes: Programmes are organised for the holistic well-being of staff. These include talks by medical experts on important aspects like safeguarding one's voice, sessions on heart health, yoga for good health and sessions on women health issues. The office staff is assisted with hands-on training for E governance and learning new technology that can help office automation.

Financial support: The Management provides loans to the staff (especially the non-teaching and support staff) whenever required. Financial support for attending seminars, workshops, etc by other institutes if given to teaching and non-teaching faculty.

Free participation for the events organized by STIE: Several opportunities to participate in the seminars/workshops/conferences and present papers in the seminars/conferences organised by the college are provided for free to the faculty.

Appreciation for outstanding achievements: Faculty members are acknowledged and felicitated by the Management for their outstanding professional achievements. In 2019, the National Council for Teacher Education, New Delhi awarded Dr Giselle Dsouza with The Best Teacher Educator Award- Western region. The college appreciated Dr Giselle and felicitated her.

Medical leave, Maternity leave is granted to eligible employees and even after they resume duty certain concessions are granted till they fully recuperate.

Arrangements for **Employee Provident Fund/DCPS** are made as per the rules. Retiring staff is assisted to avail of their Provident Fund and other benefits from the concerned government offices.

Management Day Celebration- The Management Day celebration brings together all 4 institutions for through this programme the Management applauds efforts and contribution of the staff in effective management of the institutions. The staff has lunch together along with cultural programmes. Each staff is respected, felicitated for their commitment and dedication.

Distribution of Grains: During Pandemic the non-teaching and support staff were provided with grains.

Well Equipped Staff Room: Each teaching staff is provided with a computer and wifi connection in the staff room to help them prepare for their lectures and do university paper corrections. The staff room is equipped with a fridge, microwave oven and a washroom for the staff.

Uniforms for Support Staff: The non-teaching staff is given comfortable uniforms which is their attire when on duty.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 100

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 57**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	12	18	08

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Link for additional information	View Document

6.3.4**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response: 75****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
04	07	08	04	07

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5**The institution has a performance appraisal system for teaching and non-teaching staff**

Response:

Appraisal of teaching faculty: UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education is followed for the appraisal of the teaching faculty. The staff members are required to fill up a self-appraisal form each year and submit it to the principal. The faculty is monitored for various aspects like courses taught, departmental work, Faculty Development Programmes attended, research and paper publications, E content prepared. The proforma once filled by the faculty is then scrutinised by the principal. The principal offers feedback to individual faculty members. Faculty members whose promotions are due are recommended based on their Academic Performance Indicator (API) score and are directed to appear before the screening-cum-selection committee duly appointed by the University.

Semester wise results enable the Principal to monitor the teaching-learning activity. The Exit point questionnaire taken at the end of the course helps in evaluating the faculty. Various aspects of the curriculum and the teaching-learning process are covered. Student feedback is sought at the end of each semester. The results of this also reflect the performance of the faculty.

Other than regular teaching- learning and evaluation, each faculty member is in charge of various cells, committees and departments. The college accords appropriate weightage for the contributions of the faculty in these cells and committees.

Appraisal of Non-teaching staff: Annual confidential reports are prepared for the non-teaching staff. They are assessed under various aspects like their commitment, quality of work, co-operation extended, relation with colleagues and superiors. They are given promotions due to them as and when they complete the stipulated service conditions. The principal conveys to them the observations made by her regarding their work habits and overall performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

St Teresa's Institute of Education adheres to strict financial transparency. At the start of the financial year, budgeting is done and the proposed areas of expenditure are placed before the College Management Committee. A close scrutiny is conducted and the proposed income-expenditure is passed after deliberation. Based on the resources available, some budgetary limits are decided for each head of recurring and non recurring expenditure. The college conducts rigorous internal and external audits annually.

Internal audit: The internal audit team scrutinises all vouchers and receipts and confirms if all expenses are done in appropriate manner. This transaction audit helps to ascertain if all vouchers and receipts are in place. Compliance audit is also done to ensure that any funds that have been received from sponsors of events or well-wishers are used for the purpose for which the sponsorship was given. The internal audit committee also checks if proper receipts etc were issued to the donors. Cases of overspending or underspending are brought to the notice of the Principal and office staff.

External Audit: A external agency namely a designated Chartered Accountancy firm conducts the external financial audit of the college. Rigorous checking of all documents is carried out. The Chartered Accountant certifies the annual financial statements. The 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.

General practices followed to have systematic auditing: The annual budget is also presented at the CDC meeting and discussed by the members. Constructive suggestions are invited from the members to overcome any areas of deficit. For each event conducted, receipts and bills of expenditure incurred are submitted to the college accountant. A proper system of accounting is maintained. Reimbursement for any college related work eg travel, expenses towards faculty development programmes, remuneration to resource persons etc is done after scrutiny of claims presented. Records for assets are duly maintained. Due diligence procedures are followed when any assets are acquired. Major expenses like repairs of infrastructure or purchase of equipment etc are done after inviting quotations from different vendors. Decisions are made after discussion with experts and representatives from the staff and management.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 3.09

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
3.36840	0.10	2.77500	1.40000	7.80816

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Mobilisation of funds: Mobilising funds is an important part of the financial aspects of any institution. Since the college is a grant in aid institution, the salary grant comes from the government. Other sources of funds include

(i) Funds from the Management: The Management generally provides the financial resources from its budgetary allocations whenever needed. Major expenses incurred during the renovation of the college lecture hall, repairs of infrastructure, painting etc have been through funds from the management.

(ii) Funds generated through seminars/workshops/webinars: The institution also organizes various faculty development programmes like workshops, seminars, and conferences for pre-service and in-service teachers. A nominal amount is charged as registration fees and this helps to generate funds which are then utilised to organize various events for the students and teachers.

(iii) Sponsored Endeavours: The institute collaborates with other institutes/NGOs that sponsor various initiatives. The Organic Composting Project, a green endeavour initiated for the implementation of decentralized waste management solutions has been funded by Ekonnnect and RUR GreenLife Private Ltd. Two Aerobic Bio-composters have been installed on the college campus for processing the wet waste (gathered from the 4 institutions housed on the campus) into compost which is then used as a fertilizer for the green cover on the campus.

Optimal utilisation of resources: Resources of an institution include financial resources and physical resources. These have to be utilised skilfully to ensure institutional development.

Utilisation of financial resources: At the start of each year the budget is prepared to have a fair idea of the income and expenditure envisaged for the year. The management and CDC approve of the same.

Generally the Principal and the office convey if the expenses are within the allocated budget or not. Thus, overspending is avoided. If funds are sought for specific purpose like conducting a seminar, then the concerned committee members plan the allocation of resources and convey the same to the principal for her final assent.

Utilisation of physical resources: Care is taken while handling all equipment, furniture, books etc so that they can be used for longer time. Annual maintenance of all technological equipment and library resources also helps to utilise resources optimally. Care exercised while using physical resources contributes to saving money on frequent repairs and replacement.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The IQAC was established in 2003 after the college underwent the first cycle of accreditation by NAAC. The IQAC comprises experts from different fields. Regular meetings are conducted with a planned agenda to discuss significant activities and their implementation. The IQAC follows the **Plan-Do-Check-Act Cycle** (Demings Cycle) for quality assurance.

Plan: At the start of the year there is a meeting of all IQAC members to discuss prospective and perspective plans projecting long-term and short-term goals that are aligned with the vision and mission of the college. The objectives and intended outcomes of each activity are explained by the faculty members and reviewed by the committee. Planning is done bearing the seven criteria of the NAAC SSR/AQAR manuals. Once the broad plan for quality assurance initiatives is approved in the IQAC, the individual committees/ departments begin preparing the action specific plans. These plans are discussed with peer faculty and external experts to gain their insights.

Do: Initiatives once discussed and approved are executed. All actions carried out are guided by quality parameters. Eg while conducting a Value-Added Course, the course objectives are well defined, the content is planned and approved by experts, the best resources are identified, time schedule is well planned. The criteria for successful completion of the course and earning a certificate are conveyed.

Detailed orientation is given to the beneficiaries. This process holds true for all other endeavours. Thus the 'Do' stage of the **Plan-Do-Check-Act Cycle** becomes the hub for quality assurance of any programme/event conducted.

Check: Student and stakeholder feedback is obtained at the end of each activity. This feedback is summarised, graphically represented, and shared with the CDC and IQAC at the subsequent meeting. Reflection by involved persons also helps to check the utility of any endeavour. Even when a programme/event is being executed quality checks are done to prevent the accumulation of mistakes. If required mid-course modifications are done. The Principal and IQAC coordinator and at times external experts offer feedback for improvement of an ongoing endeavour.

Act: Suitable modifications are made based on feedback from IQAC members. In this manner, the quality benchmarks are continuously raised. Learnings gained from the feedback and from the process itself are then chained back into the PDCA cycle so that the planning for the next year is enriched.

Other efforts that help in quality assurance include

- Participation in sessions that orient about new avenues in quality assurance
- Perusal and reflection of circulars, documents, reports related to quality that are displayed on sites like UGC, NAAC, NCTE and Ministry of Education
- Trying out innovative practices and reflecting on the outcomes
- Discussions on quality assurance with peers and faculty and experts from other institutions

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

One of the important pillars of any institution is its teaching-learning process. Regular review of the teaching learning process helps to achieve the Learning Outcomes. Therefore, at St Teresa's Institute of Education, this process is closely monitored. The process mainly has three stages planning the teaching learning activities, deployment of plan, evaluation of teaching learning.

Planning stage: Each year the faculty prepares a plan for the courses they teach... The principal reviews the plan with respect to pre-determined PEOs, PLOs and CLOs. The reviewed points are discussed with the concerned teaching faculty. The principal appreciates innovative ideas. The faculty keep in mind

important documents like NEP 2020, National Curriculum Framework for Teacher Education while deciding the course plans. Interdisciplinary approach is advocated. Review of plans by principal and faculty helps to formulate effective teaching learning activities.

Deployment stage: The faculty uses multimodal approach while teaching. There is deliberate attempt to link theory and practical work. There is reflection on part of the faculty when the teaching learning activities are being conducted. During faculty meetings, new ideas inducted are discussed. Some part of curriculum transaction is through workshops and courses. Whenever a new strategy is initiated, its effect is analysed more rigorously so that it can be refined the next time.

Evaluation stage: Faculty constantly reflects on the outcomes achieved after the planned activity is executed. These reflections help them to modify their teaching plans if needed. The principal comes to know about the difficulties and challenges faced by teachers while transacting the curriculum through the Self Appraisal Form filled by teachers. This helps her in reviewing the teaching-learning process. The teaching-learning process is also reviewed through Student Feedback obtained at the end of every semester. The university results gave insights regarding the effectiveness of the teaching learning process. Feedback collected from alumni also help to get an idea of which inputs are most relevant. Accordingly concerted efforts are taken to reinforce such inputs.

Other measures taken to review the teaching learning process include

- Preparation of academic calendar to ensure adequate time allotment for teaching learning
- Feedback taken from students regarding their internship experience helps to plan effective internships
- Formative evaluation activities in form of quizzes, assignments is useful to ascertain the effectiveness of the teaching learning process
- Faculty empowerment through attending of courses and workshops helps to bring in new ideas into the teaching learning process
- Learning outcomes are mapped with student achievement
- Views of external experts were got through the Academic Audit undertaken by college. This helped to review the teaching learning process

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 20.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
31	18	18	22	15

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

STIE completed the 3rd cycle of NAAC Accreditation and Assessment in March 2016. Following are the two areas in which the college has achieved incremental improvements since the previous accreditation.

- **Collaboration with national and international organizations:** S.T.I.E. has strengthened its network w.r.t. collaboration with national and international institutes for different events, activities, and certificate courses. The college has signed MoUs with different organizations. The students are benefitted to a great extent due to such collaborations as they get opportunities to listen to the experts, develop skills and gain knowledge.
- In the academic year 2017-2018, the institute signed MoUs with 3 institutions namely CCYM's Hashu Advani College of Special Education (HACSE) for Inter Library Loan Service, Titan Company Ltd for Eye Check-up camp and Medwiz Healthcare Communications Pvt Ltd for Financial support for various activities.
- In the academic year 2018-2019 the institute signed MoU with Shri Ambika Yoga Ashram for free Yoga Certificate Course for the student teachers.
- In the academic year 2020-2021 the institute signed MoU with 5 institutions namely, St. Xavier's College, Mumbai for Training of students of STIE in the Area of 'Social Conscientization Methodology' through an Add-on Course, eArth Samvarta Foundation (also called eSF in the MOU), Uttar Pradesh- for Project PhoneShaala to create audio lessons for under privileged children, IC3 Institute for Training of students of STIE in the Area of Career and College College Counselling Add-on Course on 'International Career and College Counselling', MGNCRE, Dept. of Higher Education, Ministry of Education, Government of India- Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community & Field Engagement along with the observation of three VENTEL related days to inculcate in

faculty, students and community, the Culture and Values promoted by Gandhiji's Nai Talim. And Heartfulness Education Trust for Certificate course 'Heartfulness Program'

- In the academic year 2021-2022 the institute signed MoU with 6 institutions namely, 1. Bhopal School of Social Sciences, Bhopal and jointly organised a Webinar on National Education Policy 2020: Restructuring Education for Enhancement 2. ARPAN NGO for training and Community outreach work and training 3. Eco Friend Industries for E-Waste Collection Point-E- Waste Management, recycling and disposal 4. Ekonnnect Knowledge Foundation & RUR Greenlife Pvt. Ltd. for Composting, training to the staff, workshop for the students. 5. Sumpurn(e)arth Environmen Solutions private Limited- Sustainable waste management and recycling initiatives 6. Pushpanjali College of Education Vasai for Faculty Exchange Programme, Sessions for in-service and pre-service teachers.

In the last 5 years the institution has signed MoUs with 15 organizations (<https://sti-edu.in/assets/pdf/memorandums-of-understanding-2017-2022.pdf>) and conducted various certificate courses/workshops/webinars/green initiatives under these MoUs. These collaborations have helped in the professional growth of the teachers as well as helped students gain knowledge and develop skills essential for the 21st century teachers.

2. Academic Outreach programmes for in-service teachers, pre service teachers and students: S.T.I.E. has organised various outreach programmes for in-service teachers, pre service teachers and students.

- **Training teachers during the Pandemic:** S.T.I.E. organised following workshops to help teachers learn various online tools and to empower them for online teaching during the pandemic.
 - 1.A 5 Day Online National Workshop on 'Interactive E-Content Creation' in collaboration with UTA from May 8 – 12, 2020
 - 2.A 5 Day Online National Workshop on ' Empowering Teachers for Online Teaching' in collaboration with UTA from May 26 – 30 ,2020
 - 3.A 5-day National Level Faculty Development Programme on 'Creating Tech-savvy Teachers for Future Classroom' from June 6 – 10, 2020
 - 4.A 5-day National Level Online Workshop on 'Tech Tools For Teachers' from July 27 to 31, 2020
- **Training Teachers and Student-teachers for TET: S.T.I.E. organised following workshops to help teachers prepare for Teachers Eligibility Test (TET)**
 1. Workshop on 'Teacher Eligibility' Test (TET) on March 27.2018
 2. Workshop on 'How to prepare for Teacher Eligibility (TET) and Teacher Aptitude Intelligence Test' on 3rd May, 2019.
 3. One Day Workshop on Preparing for MH-TET 2021 on August 22, 2021
 4. A 5 Day Workshop on MH-TET from Sept 10-14, 2021
- **Reaching out to Marginalised Students through Project PhoneShaala**

Under Project PhoeShaala 48 B.Ed. student teachers of the S. Y.B.Ed. batch created the audio lessons. This repository of audio lessons was then made available to 573 underprivileged learners across 3 states - Uttar Pradesh, Bihar and Maharashtra through toll free calls. The findings of this project not only

provided valuable lessons on how Education in India can be made more resilient against disaster. It led to the effective development of the cognitive, psychomotor, and affective domains of the student teachers. It enhanced creativity, ideation, and empathy in the student teachers.

• Faculty Development Programmes for In-service Teachers

ST.I.E., keeping in mind the needs of the teachers organize various FDPs to provide avenues for continuous professional development of the teachers. These programmes help to update knowledge, connect globally, learn new skills, share experiences and expertise and create awareness. To list a few, following FDPs were organised by the institution.

1. Workshop on 'Recent UGC Norms for API under CAS' on Nov18. 2017
2. One day International Seminar on 'Promoting Research for Quality Education' on Oct 12, 2017
3. ICSSR sponsored international seminar 'Preparing Learners for Changing Global Trends in Education: Imperative Reforms for Quality Enforcement' on Nov 30, 2018.
4. National Level Webinar on 'Education GenNext: Perspectives, Opportunities and Challenges' on May 19-20, 2020.
5. 2 Day NAAC sponsored National Webinar
Benchmarking Quality and Accrediting Institutions of Teacher Education:
The revised NAAC Framework on 28-29 Aug 2020.

The two cases described above viz Collaboration with Institutions and Academic Outreach Programmes have ensued from the quality initiatives emphasized by the college. The IQAC plan which is presented during the first meeting of the academic year always includes programmes that promote the mission of the college 'Emancipation, Empowerment, and Enlightenment of teachers leading to Excellence in Education'. These endeavours towards emancipation, empowerment and enlightenment are not limited to just the students admitted for the academic year, but extended to the teacher community and student community at large. The college also believes in the adage 'if you want to be incrementally better be competitive. If you want to be exponentially better be co-operative'. The collaborative efforts are a means to progress along with others, learning from one another and thus enriching ourselves and others.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

The Energy Policy Document of the Institution emphasizes energy conservation as a top priority and responsibility in keeping with SDG Goal 7-which focuses on affordable energy services and improvement in energy efficiency. With a total strength of 115 inmates the energy requisite for the functioning of the Institution is reasonable.

As depicted by the average electricity consumption over the past 5 years, calculated from the monthly Electricity bills it can be seen that there is a consistent use of appliances indicating that the consumption of electricity is being monitored within reasonable limits. The Energy Audit Report and the Green Audit Report attached herewith also serve as documentary evidence of the Institution's energy policy and practice. All suggestions made in these documents are duly implemented.

Installation of solar panels has already been done in one of the buildings on the campus and is being considered for the remaining buildings too. Students and faculty are conservative in their use of lights and fans. Computers are switched off when not in use. Labeling switch boards and mounting signboards instructing switching off of devices when not in use reduces unnecessary wastage of electricity. Being well cross ventilated, with spacious and airy rooms, the use of fans is minimal. Only the Computer Room and Conference room have air conditioners installed. All rooms on the premises are naturally bright with sunlight, thus reducing the need for tube lights to be switched on during the day unless necessary. The lecture hall has LED lights fitted to cut down on power consumption. 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. The installation of energy saving fans which use Brushless Direct Current has been implemented to reduce energy consumption. Power utilization is also limited as students and faculty are not on the premises whenever teaching in practice schools takes place. Use of electrical appliances such as printers, photocopiers, microwaves and air conditioners are restricted to the bare minimum.

The college has Annual Maintenance Contracts in place for the Computers and Water purifier to ensure that they are in proper working condition. Regular checks are also carried out by the infrastructure and maintenance team to ensure that all electrical gadgets are functioning at their optimum level with no undue wastage of electricity. Appliances which are faulty are either repaired or replaced.

As a green practice, the students conduct activities like 'Batti-Bandh' on days of Environmental significance such as 'World Environment Day' on 5th June, 'National Energy Conservation Day' on 14th December and 'World Ozone Day' on 16th September wherein all electrical appliances are switched off for a couple of hours to create awareness and sensitize stakeholders within the Institution to the importance of energy conservation. Green Assemblies conducted right through the year help to alert students and faculty to their role in energy conservation to keep them updated about the possibility of using devices which run on alternate / renewable sources of energy.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The Waste Management Policy Document of the Institution focuses on SDG 12-Sustainable Consumption and Production Patterns, based on which a number of green initiatives have been introduced.

A seminar on Waste Management titled 'Waste it or Invest it' is regularly organized for students and faculty to orient them to their role as responsible citizens.

As a routine practice, empty Tetra Paks generated after any celebration at the college were always collected and deposited at the collection centres at Reliance Mall or the Sahakari Bandhar outlet which are in close proximity to the college.

In 2018-19, the college conceptualized the RIPPLE Model of Social Awareness and enrolled itself for the 'Go-Green with Tetra Pak' campaign organized by RUR Greenlife Private Limited. As a part of this venture, student-teachers and faculty were oriented to this Waste Management project and served as Green Warriors spreading awareness about responsible waste recycling in their Practice Teaching schools and residential societies. The college recycled 26,026 used Tetra Pak cartons, earning it the status of the highest spoke among schools, societies and organizations in Mumbai in 2018-19. In return, the college procured three garden benches made of recycled Tetra Paks which have been installed on the campus.

The College has long-since been practicing the segregation of wet/dry waste using separate bins. Over the past five years, the wet waste from the canteen and kitchen of the 3 buildings on the premises was being composted along with dry leaves and foliage gathered from the green landscape of the campus and the compost generated used as manure for the tree cover. Now the college has two aerobic composting bins installed for the purpose of Waste Composting.

The college has also adopted a four-bin approach for better dry waste management and has a tie-up with Sampurna Earth Organisation which awards Green Points to the Institution for the dry waste donated every quarter. E-waste is donated to an NGO-Ecofriend Industries, which engages in e-waste recycling.

The college celebrates the 'Make a Difference' week wherein students and faculty were oriented to the importance of Waste Management. Important topics like reducing the use of plastic containers and responsible recycling of plastic bottles by preparing Ecobricks were touched upon and demonstrated by

the students. A waste collection drive is also organized annually for paper, plastic, metal and e-waste which is judiciously exchanged for Green points.

The DAAN Utsav serves to collect utility articles, clothes and stationery in good condition and donate it to the less fortunate thus propagating the 3R principle.

Stickers advocating the maintenance of a “Plastic Free Campus’ have been displayed at important locations on the college premises. Students and faculty are encouraged to carry their snacks/meals in glass/metal containers to reduce the use of disposable/non-recyclable packaging materials.

The institution has also implemented the practice of presenting guests and visiting faculty with eco-friendly tokens such as saplings, cloth bags and utility articles made from recycled Tetra Paks to curb waste generation not only on the campus but also in society at large.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

A plush green terrain in the Mumbai suburban region, the institution has an extensive campus spanning across an area of 137053.70 sq.feet which is adorned with an expansive green cover comprising of shrubs, herbs, climbers and trees. The support staff of all the 4 Institutions housed on the premises are constantly engaged in maintaining the cleanliness standards in and around the buildings. A gardener is also specially assigned to see to the maintenance of the green cover. New trees and shrubs are constantly being added to the already existing collection year on year.

The Institution regularly engages the student teachers in clean-up drives which are in keeping with the Swacchh Bharat Abhiyan wherein they are allocated different areas of the campus to tidy up, collecting dry leaves, litter and plastic waste which is then disposed of judiciously thereby beautifying the college campus and its immediate surrounding area. Sanitation measures are in place at the institution and every room is installed with trash cans for waste disposal.

Cleanliness is a top priority and the college premises including the washrooms are cleaned twice a day, once at the start and again before closing for the day to ensure that hygienic conditions are adhered to for

the safety and well-being of the inmates. Regular pest control is carried out to keep away rodents and pests.

Annual tree plantation drives are conducted by the college to alert trainees to their role in environmental stewardship. Faculty and students commute by bus, train or on foot. Use of private vehicles to commute to work is discouraged in a bid to sensitise the inmates to cut down on carbon footprints.

Celebration of events like the 'Make a Difference' week by the EVS club sensitizes faculty and students to the importance of a pollution free environment by simple activities such as preparing pollution catchers to enable them to become more aware of air pollution and its control. A number of green assemblies are regularly conducted by the students during the year to help spread awareness on environmental conservation and the creation a pollution free healthy environment at the Institutional/personal level.

In 2017-18, the college also organized a 'Raise your Voice for No Noise' rally in which students of practice teaching schools on and around the campus participated to alert citizens of Mumbai to the pressing need to curb noise pollution arising from vehicles and unnecessary honking.

A Tree Inventory of the campus was carried out in 2021-22 by Terracon Ecotech Pvt.Ltd. and 33 species of trees were documented, 30 species geo-tagged, 17 native species and 15 exotic species identified, along with 26 species of shrubs, 33 species of herbs and 10 species of climbers and twiners. Thereafter, student-teachers of the Science Club participated in the tree labeling drive wherein identified trees were labeled with identification details providing interesting specifics about each tree to visitors/inmates on the campus. The clean and green campus of the Institution is a refreshing sight to behold for all who enter its portals.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**

5. Green landscaping with trees and plants**Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 7.41**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
4.1	1.1	1.5	1.0	2.6

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Institution networked with local communities to permit a free two-way flow of knowledge and resources for its optimum utilization. The following activities substantiate the same.

1. **Planit-E:** This All Mumbai Inter-school/Inter-collegiate Environment Festival has been conceptualized by the college and serves to sensitise the academic fraternity across Mumbai to pressing environmental issues which confront our planet. It is a totally sponsored event wherein companies as part of their CSR provide certificates, prizes and trophies to students emerging as winners in this 2 day mini earth summit which comprises of a myriad competitions relating to environmental themes. The fest serves as a mega forum for networking with alumni (who serve on the panel of judges), environmentalists (who engage in providing green inputs in planning and organizing the event) and the media (for press coverage and dissemination of the fest related information). Approximately 60-80 educational institutions participate in this event along with visitors and audience who wish to witness the green endeavor.
2. **The Big Five Talk-show:** This Symposium was conducted annually by networking with alumni placed across Mumbai and overseas holding prestigious positions in different school types. It serves to orient the student teachers to the educational trends, policies and practices followed by schools affiliated to the different Boards of Education. Present students can have their doubts and queries regarding the world of work addressed by the panelists based on their resourcefulness and years of experience.
3. **Educational Visits/Virtual Tours:** Student teachers are taken to places of Scientific/ Historical significance such as Nehru Science Centre, Discovery of India, Mani Bhavan, The Nehru Planetarium, Keshav Srushti Nature Centre and Homi Bhabha National Institute. An annual session on 'Decoding Encrypted Ancient History through Numismatics' is conducted to orient students to the history and significance of coins. A visit to the Kala Ghoda Arts festival served to keep them abreast with art, culture and heritage.
4. **Mentoring:** These need-based sessions are organized by the alumni to guide the present students on coping with challenges that could arise during their enrolment for the B.Ed. course and handling examination stress. These sessions have an inspirational and motivational influence on the trainees.
5. **Community Work:** The students engaged in **Project PhoneShaala (2020-21)**, wherein they prepared a repository of 526 audio lessons which were made available to 573 disadvantaged learners from 3 States across Maharashtra during the COVID-19 Pandemic. They also engaged in community work **at the Mukhtangan group of schools (2018-19)**, and several other community work centres across the city to reach out to underprivileged children in society leading to the development of their affective domain.
6. **Curriculum Enrichment Activities:** A series of sessions, workshops, courses, virtual visits have been conducted by a team of experts/ resource persons hailing from reputed organizations across the city and overseas. Content Enrichment Courses have also been introduced and conducted by the faculty serving as resource persons for the students to enhance their language proficiency and

technological skills.

Thus, the Institution optimally utilizes the available resources and constantly endeavours to expand its prospects and opportunities provided for growth.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)**Response:**

The Two Institutional Best Practices for the Academic Year 2017 - 2022 were as follows:

1. Breaking Barriers – Building Bridges

Being committed to its motto of 'Excellence in Education', the institution consistently endeavours to bring about a holistic development of every student-teacher enrolled for the B.Ed. Programme. No domain is left out by prioritising a balanced development of head-hand-heart. In a bid to sensitise the teacher trainees to the needs of the less fortunate in a knowledge driven world, where values often take a back-seat, the college advocates special importance to Community Work and Out-reach programmes beyond those prescribed as a part of the curriculum. Each year it identifies diverse and significant thrust areas in which the student teachers could render their service to the less privileged sections of society and thus make a worthy contribution in reaching out to the marginalized. The selection of Community Centres and NGOs with which the institution collaborates for this venture is made in keeping with social and educational goals and objectives. As a part of this programme the trainees devise creative teaching-learning strategies to cater to the needs of under-privileged, physically/mentally challenged, differently-abled as well as tech-deprived learners and disadvantaged women. This programme is based on the principle that proficiency without passion is meaningless in achieving the true goal of Education.

2) Heed the Need Initiative

Empowering student-teachers with a repertoire of 21st century skill-sets necessitates the enrichment of the prescribed B.Ed. curriculum with a plethora of courses, activities and events which cater to the need of the present times and the demands of the world of work at large. With this goal in view, the college conceptualised and launched the 'Heed the Need' Initiative. Every course or activity included therein, has a direct bearing on equipping the teacher trainees with the requisite knowledge, attitudes and skills needed for them to emerge from the portals of the institution with the trademark of 'quality educators'. This Flagship Programme is based on the 'IDEA' model conceptualised by the Institution. Areas of deficit in terms of students' knowledge and skills are identified through the feedback obtained from a range of stakeholders and suitable programmes drawn up thereafter to make good any lacunae in training. These need-based initiatives help to make a significant contribution to the teacher-trainees' linguistic, pedagogical, technological, research and environmental proficiency. The activities aim at enhancing their creativity, communication, critical thinking and collaboration skills transforming them into 'Super-teachers' by transcending the boundaries of mere classroom education. The feedback analysis of different activities validates the immense contribution of this initiative to transform learners from passive recipients of knowledge to active participants in the learning process. All-in-all, the aspiring teachers become more confident in making well-informed career choices and proficient to meet the challenge of taking on the multiple roles expected of a teacher in the 21st century.

Please Note: The entire description for both the above-mentioned Best practices successfully implemented by the institution as per NAAC format is uploaded on the link given below:

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Committed to 'Environmental Stewardship' (based on SDG-12), the college conducted the following Green Endeavours:

All-Mumbai Environment festival-Planit-E:

The college has conceptualized and hosted the All Mumbai Interschool/Intercollegiate Environment festival Planit-E to transform the student fraternity into Green Warriors. The title implies that each individual participating in the festival is invited to plan the planet of their dreams. The festival sees an overwhelming participation of around 80 educational institutions giving it the status of a Mini Earth Summit. The fest promotes broad-based networking, inter-disciplinary learning and amalgamation of ideas and opinions. The highlight of the festival is the pre-launch DAAN Utsav modeled on the 3R principle, which includes a charity drive by the teacher-trainees to reach out to the less fortunate children across Mumbai. Planit-E encompasses a gamut of competitions on diverse and critical environmental issues making it the 'Green Jewel' in the crown of STIE.

The 'Go-Green with Tetra Pak' Campaign:

This project aimed at 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, providing a forum for networking between various stakeholders and ushering 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 26,026 cartons, making it to news headlines and was rewarded with 3 garden benches which have been installed on the campus.

The Save Water - Safe Water Project:

Taking its green vision and mission further, STIE 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 rain water harvesting.

Workshops/Visits to sensitize students and faculty to their role in environmental conservation:

The college collaborated with several environmental organizations and enthusiasts to conduct workshops/visits on themes of environmental relevance and critical environmental issues to sensitize student-teachers to their role in safeguarding the environment.

E-Module Competitions based on Green Themes:

In keeping with our digi-age the institution has devised the preparation of self-learning computer assisted instruction modules on Green Themes to sensitize school students to the importance of Environmental conservation.

Make a Difference Week:

Another green feather in the hat of the institution is the MAD week celebration hosted year on year by the Environment club of the college. Green assemblies on Environmental themes and eco-friendly activities are conducted wherein students and staff participate and extend the knowledge gained to their homes, societies and communities at large.

Go Green, Glow Green, Grow Green:

The college has initiated environmental partnerships and implemented many green practices to ensure making a worthy contribution in the field of environmental conservation such as the Green audit, Tree Landscaping, the Organic Composting Project and the four bin approach of Waste Segregation which have sensitized staff and students to their role in environmental stewardship.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

St. Teresa's Institute of Education (S.T.I.E.) established in 1973, is a much sought after teacher-training college for women in Mumbai. It is affiliated to the prestigious University of Mumbai and covered under Sections 2(f) and 12(B) of the UGC Act 1956. Well into its 50th year of grooming student teachers, the college has made a mark for itself among academia and on the educational landscape because of its idealistic goals and contemporary transactional styles. The systematic planning, organisation and execution of the curriculum, the transparency and ethical principles reflected in all its administrative procedures, the timely monitoring and regulation by statutory bodies such as the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) are all noteworthy.

The sound Christian values which the Institution upholds help it to provide the character-driven education that it stands proud of. The college has made a remarkable contribution in the field of Environmental Stewardship through the numerous green endeavours it has been engaging in consistently over the past few years. These initiatives have often made their way to news headlines and media coverage, earning the institute acclaim and appreciation. The faculty have been instrumental in conceptualising and launching a reasonable number of credit based certificate courses which are need-based and help the teacher trainees to acquire the knowledge, competencies and skill sets of the 21st century. The successful performance of the student teachers at the University examinations year on year, serves as documentary evidence of the quality-instruction and academic support provided by the faculty through their meticulous, dedicated and sincere efforts put into transacting the curriculum. The college enjoys a cordial and meaningful relationship with every institution or agency it networks with. It is a trust that has been built over the years through the work ethics of the institute. This is reflected through the remarkable perseverance and zeal the students work with as employees. The relationship between the stakeholders and our institute are symbiotic. The college lives its motto of Excellence in Education in every activity it undertakes, imparting holistic education to the aspiring teachers, transforming them into agents of change.

Concluding Remarks :

On reviewing our journey of the past 50 years in the field of Teacher Education and looking closely at the crossroads where the institution stands today, the path ahead seems promising. With faculty who are professionally well-qualified, the college could work to strengthen its research base by establishing a Research Centre for enrolment of Ph.D. scholars, procuring Minor and Major Research Grants for individual and collaborative projects from funding agencies and providing seed money to teachers wanting to pursue self-funded research.

Greater involvement of faculty in preparation of MOOCs on the SWAYAM platform is being encouraged. Wider collaboration with other Colleges of Education, NGOs and organizations serving the underprivileged is being enabled through the signing of Memorandums of Understanding with clarity in planning and execution of meaningful shared activities. The college has come a long way in the field of technological advancement too, by initiating courses to train the student teachers in the efficient use of technology in teaching-learning and assessment.

Through the myriad 'Green' activities and endeavors, the institution holds a distinct green edge among other

colleges through the sensitization and involvement of the teacher trainees in projects and events organized to safeguard the environment. The rich values propagated by the institute through every activity help to imbue sound character and good Christian ideals in the aspiring teachers, adding a dimension of integrity to their repertoire of skills.

With newer dreams and goals and an expanding vision from year to year, the instructional programme has grown to be richer and more contextualized with an introduction of an array of need-based courses. Challenges that arise have been overcome by brainstorming for viable solutions so as to transcend the barriers that limit our growth as an institution. Our next mission is to achieve autonomy and implement the 4 year integrated B.Ed.Course being proposed by the NEP-2020.

With a mission well accomplished over the past 50 years and a vision to scale newer heights in the years to come, our journey onward continues undaunted, as we scale the heights of excellence in a bid to be the change we wish to see.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>9</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>8</td><td>8</td><td>8</td><td>9</td></tr></table> <p>Remark : DVV has made the changes as per EP-2.1</p>	2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	8	9	2021-22	2020-21	2019-20	2018-19	2017-18	7	8	8	8	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	8	8	8	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	8	8	8	9																	
2.4.2	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <p>1. Formulating learning objectives</p> <p>2. Content mapping</p> <p>3. Lesson planning/ Individualized Education Plans (IEP)</p> <p>4. Identifying varied student abilities</p> <p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p>																				

	<p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <p>1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>59104</td><td>119310</td><td>225411</td><td>134767</td><td>811760</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.5</td><td>1.1</td><td>2.2</td><td>1.3</td><td>8.1</td></tr></table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	59104	119310	225411	134767	811760	2021-22	2020-21	2019-20	2018-19	2017-18	0.5	1.1	2.2	1.3	8.1
2021-22	2020-21	2019-20	2018-19	2017-18																	
59104	119310	225411	134767	811760																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.5	1.1	2.2	1.3	8.1																	
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last</p>																				

five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.40947	0.51523	0.53828	0.37592	0.32832

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.50	0.53	0.42	0.37592	0.32832

Remark : DVV has made the changes as per shared report by HEI.

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared reports.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
695746	851851	1102019	735086	737583.8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.24	2.80	1.19	1.21	1.18

Remark : DVV has converted the value into lakhs.

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 6 of the above

Remark : DVV has made the changes as per shared report by HEI.

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
417493	116020	158604	100809	268616

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.1	1.1	1.5	1.0	2.6

Remark : DVV has converted the value into lakhs.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>9</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>8</td><td>8</td><td>8</td><td>9</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	8	9	2021-22	2020-21	2019-20	2018-19	2017-18	7	8	8	8	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	8	8	8	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	8	8	8	9																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
867049	1015784	1460898	1088885	1688891

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86.7	10.1	14.6	10.8	16.8