



## **YEARLY STATUS REPORT - 2020-2021**

### **Part A**

#### **Data of the Institution**

<b>1.Name of the Institution</b>		<b>ST. TERESA'S INSTITUTE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr. Sr. Tanuja Waghmare</b>	
• Designation	<b>Principal</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Alternate phone No.	<b>02226490252</b>	
• Mobile No:	<b>9869501261</b>	
• Registered e-mail ID (Principal)	<b>stie73@gmail.com</b>	
• Alternate Email ID	<b>csdmello14@gmail.com</b>	
• Address	<b>S V Road Santa Cruz West</b>	
• City/Town	<b>Mumbai</b>	
• State/UT	<b>Maharashtra</b>	
• Pin Code	<b>400054</b>	
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>	
• Type of Institution	<b>Women</b>	
• Location	<b>Urban</b>	

• Financial Status	Grants-in aid				
• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Dr. Cindrella D'Mello				
• Phone No.	9890436358				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	9890436358				
• IQAC e-mail address	stieiqac@gmail.com				
• Alternate e-mail address (IQAC)	csdmello14@gmail.com				
<b>3.Website address</b>	<a href="http://www.sti-edu.in">www.sti-edu.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.sti-edu.in/assets/pdf/AQAR-2019-2020.pdf">https://www.sti-edu.in/assets/pdf/AQAR-2019-2020.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.sti-edu.in">www.sti-edu.in</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	79	2003	21/03/2003	20/03/2008
Cycle 2	A	3.03	2010	04/09/2010	03/09/2016
Cycle 3	A	3.27	2016	17/03/2016	16/03/2021
<b>6.Date of Establishment of IQAC</b>			13/06/2003		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	Nil	Nil	Nil	Nil	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>10</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	<b>75000</b>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1. A 2 Day NAAC sponsored National Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The revised NAAC Framework' was organized on August 28-29, 2020. 2. A 5-day National Level Online Workshop on 'Tech Tools For Teachers' was organized from July 27-31, 2020. 3. A Virtual Field Trip on the topic 'Virtually Walking Mumbai' was organized on Sept 12, 2020. 4. Big Five Talk Show was organized on November 07, 2020 5. Session on 'National Education Policy (NEP) 2020' was organized on March 27, 2021</p>		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		
Plan of Action	Achievements/Outcomes	
<a href="https://www.sti-edu.in/assets/pdf/plan_of_action-2020_21.pdf">https://www.sti-edu.in/assets/pdf/plan_of_action-2020_21.pdf</a>	<b>Nil</b>	
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>	

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	30/04/2022

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	25/02/2022

#### 15. Multidisciplinary / interdisciplinary

The process is underway.

#### 16. Academic bank of credits (ABC):

NIL

#### 17. Skill development:

A range of different programmes/activities/courses was conducted 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.
- Calligraphy Workshop helped students develop the finer skills of artistic writing
- An add-on course on Electronic Information Literacy enhanced students' knowledge and competency in using various databases.
- Workshop on The Magic of Creativity through Sketchnoting 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 which helped the students develop facilitation skills, communication skills, managing human emotions like fear and anger, reflective writing, leadership skills etc.

#### 18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

- 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, etc
- An online session was conducted on 'Decoding Encrypted Ancient History through Numismatics' to teach students the art of reading inscriptions on Indian coins and currency.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

In keeping with the Vision and Mission statements of the institution the Programme Educational Objectives, are formulated. Then the institute draws up its teaching plan in accordance with the Programme Learning Objectives and Course Learning objectives. 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 analyzed 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.

#### **20.Distance education/online education:**

The institute organized a number of programmes/webinars/workshops/courses in online mode.

- A 5 day National Level Online Workshop on 'TECH TOOLS FOR TEACHERS' provided an opportunity for school teachers to learn and use different technological tools for teaching-learning.
- The Vocational Education Nai Talim Experiential Learning (VENTEL) was carried out in collaboration with 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.

- Assignments of the add-on course on Tech-Fluent Teachers provided an opportunity for the students to create e-content using different technological tools and use them in the classrooms during the online internships.

## Extended Profile

### 2.Student

2.1	98
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	0
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	No File Uploaded
2.4	48
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>

2.5	Number of graduating students during the year	48						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
2.6	Number of students enrolled during the year	50						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
<b>4. Institution</b>								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	1015784						
4.2	Total number of computers on campus for academic purposes	67						
<b>5. Teacher</b>								
5.1	Number of full-time teachers during the year:	7						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>	Data Template	No File Uploaded
File Description	Documents							
Data Template	<a href="#">View File</a>							
Data Template	No File Uploaded							
5.2	Number of sanctioned posts for the year:	12						
<b>Part B</b>								
<b>CURRICULAR ASPECTS</b>								
<b>1.1 - Curriculum Planning</b>								
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words								



The institution has a regular in-house practice of planning the curriculum for each year.

The CDC and IQAC committees of the college play a pivotal role in suggesting 'need of the hour ideas' to enrich the curriculum. These ideas are worked upon and adopted by adding new teaching methodologies, courses, workshops, activities etc.

The needs and suggestions of the students, employers and practice teaching schools obtained from the feedback collected are taken into consideration to revise the existing activities or planning new events/practices.

Alumni, through their suggestions and contribution in activities organized for student-teachers help in planning, revising and enriching the curriculum. The existing activities are reviewed and adapted as per the feedback obtained from the students to ensure optimal benefits.

By taking into consideration all the inputs given by the stakeholders and their own plans for enhancing the curriculum, the faculty of the institution plans the academic calendar at the beginning of the year.

The institution also ensures to adapt its planned activities or making mid-course corrections in the academic calendar, taking into account situational/ local conditions. For example: The pandemic and late admissions called for changes in schedule, shift to online modes and introduction of new activities and courses.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded



<b>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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>A. All of the above</b>												
<table> <tr> <th data-bbox="86 486 552 546">File Description</th><th data-bbox="552 486 1477 546">Documents</th></tr> <tr> <td data-bbox="86 546 552 613">Data as per Data Template</td><td data-bbox="552 546 1477 613"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 613 552 754">List of persons who participated in the process of in-house curriculum planning</td><td data-bbox="552 613 1477 754"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 754 552 896">Meeting notice and minutes of the meeting for in-house curriculum planning</td><td data-bbox="552 754 1477 896"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 896 552 1075">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td><td data-bbox="552 896 1477 1075"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1075 552 1140">Any other relevant information</td><td data-bbox="552 1075 1477 1140"><b>No File Uploaded</b></td></tr> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>	Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>	A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>	
File Description	Documents												
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A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>												
Any other relevant information	<b>No File Uploaded</b>												
<b>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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>A. All of the Above</b>												

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.sti-edu.in/pdf/Programe-Outcomes-and-Course-Outcomes.pdf">https://www.sti-edu.in/pdf/Programe-Outcomes-and-Course-Outcomes.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 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**

**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year**

8

**1.2.2.1 - Number of value-added courses offered during the year**

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

98

**1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

98

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year

44

#### 1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

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.

The institution ensures capacity building in terms of knowledge regarding school subjects and skill development by conducting Content Enrichment Activity, Courses on English Grammar, Technology, vocational education, sensitization toward social and affective issues etc. Students are also provided exposure to different boards of education by conducting the 'Big Five Talk Show wherein they are introduced to various aspects related to different boards of education.

Deriving from the knowledge gained through various capacity building programmes organized, the students participated in community work wherein they taught the students of an NGO Sarva Seva Sangh and also contributed to Project PhoneShala which provided audio lessons for under privileged children. Technological and course related knowledge gained also paved a way for students, to complete online internships by delivering live and recorded lessons.

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.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The student-teachers and faculty of the college participated in the 'The Big Five Talk Show' on 7th November 2020. 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. helped 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 gave a telescopic view of different features of Boards covering practical aspects like curricular transactions, job prospects and qualifications required for recruitment. International and comparative perspective in relation to Indian schools was put forth by a panelist representing the I.G.C.S.E. board from Al Salam Community School, Dubai, U.A.E. The functional differences among the boards were brought forth in panel discussion. Each panelist oriented and educated the audience about their Board type dwelling on the highlights about each of their schools. They also explained how they have adapted to the ongoing pandemic using a spectrum of online teaching strategies and shared openly about the existing struggles, challenges as well as the benefits of online teaching. The forum was opened for further deliberations and queries of student-teachers.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Students were enriched with a wide range of experiences, ranging from the development of their emotional competencies, cognitive abilities to practical applications. The institute ensures to establish cognition regarding the interconnectedness of all activities and programmes organized with practical applicability to the teaching profession. Internship related activities are given

utmost importance and thorough preparation and completion was ensured.

Various capacity building workshops, courses, competitions and talks were organized ensuring an all-round development of students. For example: Workshop on The Magic of Sketchnoting, Guidance and Counselling Lecture Series, courses like English Grammar Pro-Beginner to Advanced, Tech Fluent Teachers, VENTEL etc.

In order to hone the communication, collaboration and organizational skills of student-teachers, various opportunities were provided to organize, host, compare and execute various celebrations, competitions, programmes and activities.

Students were empowered with the knowledge of various boards by organizing the Big Five Talk Show which enlightens 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.

In order to develop a thirst for innovation and research mindedness, the institute organized sessions on 'Research Methodology', 'Research Paper Reading' and a webinar on 'Formal Research Writing'

To develop consciousness and cultivate a sense of responsibility toward the community; the institute created linkages in order to facilitate student-teachers' participation in Community work at the NGO Serva Seva Sangh and Project PhoneShaala.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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 Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above



File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

98

##### 2.1.1.1 - Number of students enrolled during the year

98

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

2

**2.1.2.1 - Number of students enrolled from the reserved categories during the year**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**

0

**2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

**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 Describe the assessment process 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, in not more than 100-200 words.

In STIE, it is of utmost priority to know students' readiness and their learning needs before exposing them to the new curriculum. 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 programme - Talent Search. Here, students stage performances without teachers' guidance. This activity helps teachers know students' strengths and weaknesses with respect to life skills. To know their readiness in terms of the content knowledge, performance tests based on content knowledge are administered. To know their interest level for the course, their ICT skills and other skills required to be an efficient 21st century teacher, the entry-point questionnaire is administered. To strengthen students' skills and help them overcome weaknesses the college takes numerous steps. Through the Content Enrichment Programme students are prepared in the content area. Specially designed course 'English Grammar Course - Beginners to Pro' helps students improve linguistic skills, thus preparing them for school internships. To acquaint students' with 21st century skills, the college organises various courses, webinars, lecture series and expert talks. Also, students are exposed to various teaching techniques through - Teaching Skill Programme.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Six/Five of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### **2.2.4 - Student-Mentor ratio for the academic year**

17:1

##### **2.2.4.1 - Number of mentors in the Institution**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

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

**Student-centric lectures:** For theory courses, the 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, mock interviews, reflective practices, research-based learning, educational games and quizzes, correlational approaches, use of online interactive apps to involve students and assess their learning, seminar presentations, flipped learning and use of videos, films and other educational resources.

**3 C's Approach:** To transact the curriculum, the teachers differentiate learning for students using the participatory pedagogies such as cooperative learning and collaborative learning. Use of constructive methodologies throws opportunities to explore the innovative ideas, thus leads students to experiential learning zones.

**Field exploration, research and extension:** Curriculum transaction through virtual tours and encouraging students to opt for field work-based course assignments is given immense significance in the teaching-learning process. Students are engaged in research activities to learn course content.

**Varied assessment strategies:** The course work and assignments are modified 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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	<a href="#">View File</a>

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

98

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	Nil
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

At STIE, students' problems are addressed by assigned mentor members. In case of major challenges, teachers along with the principal are involved to solve the difficulties. Mentoring by senior peers creates strong bonding between two batches. Mentoring by the same batch of students helps weak and extremely shy students.

**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 and other resources 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	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

STIE always put in best efforts to modify the curriculum as per students' need, thus making it richer and more wholesome. This modified curriculum is transacted using varied teaching approaches. Thus, the curriculum transaction aims at nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Keeping in mind the diverse needs of learners, teachers put in their best to differentiate learning process by using number of activities which varies in their form and complexity. Thus, the teaching-learning process is made flexible and more child-friendly.

The teaching techniques and methodologies used target for acquisition of 21st century skills. Some of the techniques used for teaching-learning process are Problem Solving, Social Inquiry, Brainstorming, Inquiry Based Learning, Research Method, Experiential learning, Collaborative and Constructive approach, Story Telling, Role Plays, Discussions and debates, Co-operative learning, Blended learning, Flipped Learning, Self Learning etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied**

Ten/All of the above

**student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement**

Four of the above

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content**  
**Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams**

All of the above

**and helping them to participate Involvement in preparatory arrangements  
Executing/conducting the event**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

**As the entire education field was struggling hard to get accustomed to online learning, STIE took this as an opportunity and planned the entire internship programme as per the need of the hour.**

**The schools selected for the internship programme varied in way of lesson delivery. It included schools asking for video recorded lessons and schools having regular live classes using online platforms. This made students proficient in student teacher**

interaction, handling of technology and making educational resources in the form of lesson videos.

The principal and the supervisor of the selected schools were oriented on the internship programme through telephonic conversation.

Timely detailed orientations were arranged for students wherein they were guided on lesson plan format, checklist submission, internship timetable preparation, classroom etiquettes to be followed, assessment criteria and grading pattern.

Timely meetings were arranged to guide students about the role of college teachers, school teachers and the teacher-trainees during the internship programme.

Students performance was assessed through assessment activities prescribed at the university level. Timely lesson feedback was provided in the form of the Google Forms. Other assignments were evaluated using Google Classroom platform. Apart from this, students were evaluated on participation in other activities done in internship programmes asked by the schools.

The schools selected were diverse in terms of their student population such as Girls, Boys and C-educational schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.4.9 - Number of students attached to each school for internship during the academic year

##### 2.4.9.1 - Number of final year students during the academic year

48

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments &amp; tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports</b>	<b>Five/Six of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
<p><b>2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</b></p> <p><b>Internship programme is the most enjoyable and vital part of B.Ed. course. This practical exposure to a real life school environment plays an immense role in shaping students as a future teacher. Thus, at STIE we seek for the maximum learning outcomes through this programme. For this purpose, the institution constantly monitors the internship programme.</b></p> <p><b>Teacher educators constantly monitor students' interaction. They discuss observations of their group students with each other once a week. This helps all teachers keep abreast with the happenings in the internship programme. Teacher educators play a significant role in improving and evaluating trainee's performance by guiding students, assessing their work, giving constructivist feedback and mentoring. Attendance of trainees is closely monitored throughout the programme.</b></p> <p><b>Smooth functioning of the internship programme is ensured through</b></p>	



informal observations and telephonic conversations with school authority.

School teachers' feedback is always appreciated and welcomed which helps the institution reflect on their internship practices.

During the internship, peers play roles of giving feedback, planning of internship group 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	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)**

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

136

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

136

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

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. This is done through attending Expert Talks, Webinars, Refresher Courses and Faculty Development Programmes etc.

In house discussions on current developments and issues in education: At STIE, teachers discuss current happenings – it can be as small as news related to education, or as big as discussions on NEP and ITEP plans. These talks most of the time result in some or the other innovative practice such as a new course/webinar/expert talk/some innovative competition or celebration.

Share information with colleagues and with other institutions on policies and regulations: The information gained through various webinars, expert talks, courses etc. is shared with each other for better understanding of the newly introduced concept. The college librarian is then approached for purchasing the relevant books on the same topic if need arises. This year one such fruitful investment made by the college is buying the NEP 2020 Encyclopaedia. This need was felt through one of such discussions.

Thus, the college ensures and the faculty takes accountability in the area of professional development.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

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

details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

At the college level, the students are evaluated continuously through curricular, co-curricular, and extracurricular activities. Students are assessed for their all-round development by organizing the competitions like Talent Search, Poster Making, E-module, Miss Education, Essay Writing, Career Module etc. Apart from this, students' progress is monitored carefully through various celebrations and their performance is shown in the planning and execution of various events such as seminars, talks, workshops, conferences, campus placement, etc. Students are also assessed on their active engagement and performance during various course activities which are organized for them such as Tech Fluent Course, Heartfulness Education Programme, VENTEL Action Plan, Electronic Information Literacy Course, Phoneshaala and Grammar Course. At the prescribed level, for theory courses students are internally evaluated on the following- • Class test Essay test • Task/Assignments • Students are also evaluated on their performance during the activities conducted during teaching-learning process for their development and progress. B.Ed. the course being a teacher training course involves a good amount of practicum work which is listed in Project Based Courses. The 2 year B.Ed. programme consists of 4 Project Based Courses. Students are evaluated continuously here as well for their performance. The details of activities included in this Project based Courses are listed on the web link [https://www.sti-edu.in/assets/pdf/B.Ed\\_.pdf](https://www.sti-edu.in/assets/pdf/B.Ed_.pdf) on page no. 15.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

#### 2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Yes, at STIE the mechanism for grievance redressal related to examination is operationally effective. STIE puts in a great effort in making evaluations student friendly. Test timings are decided as per students' convenience. On request, the revision classes are taken. 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	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

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. Internal evaluation thus becomes a part of this goal. To give students a fair chance in getting good scores the activities and evaluation tasks are included in the academic calendar. It benefits students in planning their study schedule and also makes them physically and mentally ready for upcoming events.

The academic calendar prepared at STIE is comprehensive in nature. It includes curricular, co-curricular, and extra-curricular activities that will be held during the academic year. To name a few important ones are internship, examination dates, class test and essay dates, mid-term break, various competitions, celebrations, etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered to.

Before administering the academic calendar, it is presented to the management committee for review. Once it is approved by the management, the finalized academic calendar is uploaded on the college website for students' reference. The weblink of the academic calendar for the year 2020-21 is <https://www.sti-edu.in/assets/calender/academic-calendar-2020-21.pdf>

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

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 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. 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.

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.

Students feedback taken at the end of these activities becomes an evidence of institutions efforts in ensuring alignment of stated



**PLOs and CLOs with the teaching learning process.**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.2 - Pass percentage of Students during the year**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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. This analysed data is used by the institution for further improvements.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.4 - Performance of outgoing students in internal assessment**

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**



95

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Through talent search it was observed that 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.

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. It was also observed that the students had the fear of facing students as a trainee teacher. Thus, to boost their confidence the institution had organised a Teaching Skills Programme. This programme made them confident which was seen through their performance during internship programmes.

The entry point questionnaire reflected lack of awareness among students with respect to inclusion, environment sustainability and gender equality and apathy towards social responsibility. These issues were addressed through curricular, co-curricular and extra-curricular activities. Students' responses at the exit point questionnaire provide evidence of the positive outcomes in this

direction.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting**

Three of the above

**study leave for research field work**  
**Undertaking appraisals of institutional functioning and documentation**  
**Facilitating research by providing organizational supports**  
**Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

All of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year****2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year****06**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****04**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

98

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

98

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

1. Project PhoneShaala -Student-teachers of the S. Y.B.Ed. batch created the audio lessons for underprivileged children. Each student teacher created audio lessons and uploaded them on the PhoneShaala portal. 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.

2. Community Work with NGO- The Community Work Program for 50 F.Y.B.Ed Teacher Trainees of St. Teresa's Institute of Education was conducted at SARVA SEVA SANGH CHARITABLE ORGANIZATION, Centre for the Rehabilitation of People at Risk. The teacher-trainees worked with Differently Abled Children. They also conducted sessions on Good Touch and Bad Touch and train the Primary and Class 5 students.

3. Charity Drive for CAREMAX FOUNDATION: Care Max Foundation is a Non- Profit Organization that strives to achieve Sustainable Development Goals through a Holistic approach. St. Teresa's Institute of Education Collaborated with CARE MAX FOUNDATION for a Charity drive. A 5-Day online National Workshop on 'TECH TOOLS FOR TEACHERS' was organized from July 27-31, 2020. 50 % amount generated from this workshop was donated to CAREMAX FOUNDATION.

4. Extension Work project with DLLE: The DLLE project facilitated the sensitization of students to socio-cultural realities. Students took up extension work projects related to social issues, for which they are awarded 10 additional marks in their final examinations on successful completion of 120 hours of work, and the submission of the project report in time.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

02

##### 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above



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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

- The Institution does have infrastructure as per NCTE norms. The built-up area is 1497.81 sq.m. with a spacious and well-ventilated, ICT-enabled multipurpose lecture hall. All following rooms have adequate movable furniture for group activities. The institute has been upgrading its infrastructure regularly.
- There are four classrooms, well equipped with ICT facilities
- The college has an air-conditioned, ICT enabled conference room.
- The computer laboratory is equipped with 50 computers, LAN and Internet.
- The student's common room houses a mini-gymnasium and the necessary sports equipment for indoor and outdoor games.
- The college has a well-spaced resourceful library equipped with adequate seating arrangement for 60 individuals. It also has 4 study carrels for personal study. The library has a reprographic facility for the faculty. The library is partially automated with iSLIM Library Management Software. Library WebOPAC is remotely accessible. Bar-coding of the library collection is done using the Bar-Tender software.

- Teaching-Aids Room
- Principal's Office
- Administrative Office
- Staff Room
- Students' Common Room
- Separate Washrooms for boys, girls and staff
- Safety against fire
- Water purifiers cum dispensers
- Prayer Room
- Store Rooms
- Shared facilities with other institutions in the campus.
- St. Teresa's Convent School Auditorium and the Mother Veronica School Hall
- Playground
- Canteen

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://sti-edu.in/agar/20_21/criteria4/agar2020_2021_4.1.2_Classrooms%20with%20ICT%20facilities.pdf">https://sti-edu.in/agar/20_21/criteria4/agar2020_2021_4.1.2_Classrooms%20with%20ICT%20facilities.pdf</a>
Any other relevant information	No File Uploaded

#### 4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

2.56

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 Describe the features of Library Automation in not more than 100 – 200 words.

St. Teresa's Institute of Education Library has automated its library using iSLIM (Integrated System for Library Information Management by Indian software company algorithms Consultants Pvt. Ltd.

It includes all the features to automate the library staff functionality related to Cataloguing, Circulation, Inventory, Reporting.

STIE Library is using 3 basic modules of the software i.e. Cataloguing, Periodicals, and Circulation

For library members, iSLIM provides a portal to search in-house collection. St Teresa's Institute of Education library is in the process of barcoding the collection using iSLIM.

Following services offered by iSLIM are used in the library:  
 1.Inventory of the inhouse collection. 2.Barcode labels format customization 3.Barcode labels Printing 4.Library Opac 6.Library Webopac

### 7. Article Indexing for Print Journals

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.sti-edu.in/library.php">https://www.sti-edu.in/library.php</a>
Any other relevant information	<b>No File Uploaded</b>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institutional website has a dedicated STIE Library Page, which serves as a gateway to various library resources as listed in the following table. 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. Pls refer to file attached in Any other Relevant Information

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

**Four of the above**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)****0.51523**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2.5 - Per day usage of library by teachers and students during the academic year****4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****28**

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://sti-edu.in/agar/20_21/criteria4/4.2.5/Library-Usage-20-21-ledger-pgs.pdf">https://sti-edu.in/agar/20_21/criteria4/4.2.5/Library-Usage-20-21-ledger-pgs.pdf</a>
Any other relevant information	<b>No File Uploaded</b>

**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 Relevant educational documents are obtained on a**

**Two of the above**

regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

STIE continuously strives to provide needed technologies and update its ICT facilities

to ensure efficient functioning. Institution has

- CCTV Surveillance System facilitated in all the classrooms and library.
- iSLIM Library Management Software (2018)
- LAN in office and library
- WiFi (implemented Since 11.07.2012 and subscription renewed each year)
- 4 Internet routers and 1 dongal
- 67 Desktops
- Computers are frequently updated Antivirus and other required softwares. Institution has AMC with Cyber Ganesha and algorithms Consultants Pvt. Ltd.

Significant investment has been made to upgrade classrooms to e-classrooms/smart

classrooms with facilities like Smart Boards, OHP Projectors, Computers with internet access etc.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3.2 - Student – Computer ratio during the academic year

**2:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**E. < 50 MBPS**

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/watch?v=bGCX_dy4IgE">https://www.youtube.com/watch?v=bGCX_dy4IgE</a>
Any other relevant information	No File Uploaded

**4.4 - Maintenance of Campus and Infrastructure**

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

**2.8**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

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

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.sti-edu.in/agar/20_21/criteria4/4.4.2%20Maintenance%20Systems%20procedures.pdf">https://www.sti-edu.in/agar/20_21/criteria4/4.4.2%20Maintenance%20Systems%20procedures.pdf</a>
Any other relevant information	<a href="#">View File</a>

## 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 Career and Personal Counseling Skill enhancement in academic,**

Five fo the above

<b>technical and organizational aspects</b> <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b> <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development</b> <b>Online assessment of learning</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls</b> <b>Recreational facility First aid and medical aid</b> <b>Transport Book bank Safe drinking water</b> <b>Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Seven/Eight of the above</b>
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</b> <b>Implementation of guidelines of statutory/regulatory bodies</b> <b>Organization wide awareness and undertakings on policies with zero tolerance</b> <b>Mechanisms for submission of online/offline students' grievances</b> <b>Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

Two of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>36</b>	<b>48</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 5.2.2 - Number of student progression to higher education during the academic year

### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

**9**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Student Council is the most important body representing all the students of the college. Members of the student council are elected by voting. The students' representatives work as office bearers and members of the student council, which works for the general interest and the welfare of all the college students. Student council members bring grievances and the problems of the students to the notice of the Principal, teachers, and the management. Solutions to different problems are discussed during the regular meeting of the student council with the Principal and the faculty in charge.

The student council plays an important role in organizing different events in college. Various activities like National Festival Celebrations, Teachers Day Celebrations, Farewell for the Senior students, and Cultural Activities are organized successfully by the student council with the help of other students. The student council members ensure the smooth functioning of the college by delegating work and working as the bridge between the students and the Principal, and the faculty.

The General Secretary of the students' council is part of the College Development Committee (CDC) and puts forth students' concerns, and opinions during CDC meetings for the welfare of the students.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

**1. Mentoring by Alumni:** Dr. Giselle D'souza and Mrs. Priyanka Moraes, alumni of STIE conducted a mentoring session. Dr. Giselle made the students believe in themselves and work towards overcoming all the challenges and obstacles coming their way. Mrs. Priyanka Moraes spoke about her journey, her experiences, struggles, and challenges when she was a student of STIE, and how it has helped her reach greater heights today.

Another alumni mentoring session was conducted by our alumni Ms. Bhakti More and Ms. Karishma Kuttumal. This session was organized before students' Online University Exams. Alumnus gave input about how to prepare and face Online exams. Tips to study, manage stress and write impressive answers were shared.

**2. The Big Five Talk Show:** A panel of distinguished alumni holding reputed positions in schools affiliated with the 5 Boards of Education in India, was constituted to share their wealth of knowledge and expertise. This event was organized in a bid to help the budding teachers gain deeper and richer insights into the curricula, syllabi, evaluation patterns, and highlights relating to these 5 Board types.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

**5.4.3 - Number of meetings of Alumni Association held during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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. Describe the mechanism**



through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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. 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. A workshop on Calligraphy was conducted by an alumnus. Alumni delivered a few sessions of the add-on course Tech-Fluent Teachers. They shared 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 recognize and nurture their talents.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

**Our Vision: - STIE stands for .... " SENSITIVE TOLERANT INNOVATIVE EDUCATION"**

**Our Mission: - "Emancipation, Empowerment, and Enlightenment of**

teachers leading to Excellence in education.”

To achieve our vision statement students are provided with various opportunities. Through value-based assemblies' students are made aware of their roles and responsibilities as teachers. The feedback session after the assembly makes students reflective practitioners. The small group interactions make students tolerant and teach them to respect the views of others and positively handle the obtained feedback. Students are constantly motivated to think out of the box. Through guidance, mentoring and Peer Action Replay, they are inspired to make their unique and innovative contribution during theory interactions and internship lessons. STIE being a women's college works towards emancipation and empowerment of women. by arranging activities to bring proficiency and efficiency among students. STIE believes in all-round development of students - head, hand, and heart. Thus, the activities planned at STIE result in thinking globally and acting locally. The administrative committees adequately represent students, teachers, and non-teaching staff. Through brainstorming the committee members come out with new ideas and views to improvise the curriculum w.r.t. quality parameters. These ideas then are clubbed together as a prospective plan for the new academic year. This plan is presented to CDC and ICAC for their review. Once approved it is taken forward.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institute promotes an ethos of participative management by involving the staff and students in various activities. The Management and Principal define the policies, procedures, and rules pertaining to all the activities of the college. These are communicated to the staff members and effectively implemented to ensure the systematic functioning of the institute. This is done

through a model of decentralization wherein staff members are given responsibilities and are allowed to conduct various programs. They are revitalized to develop leadership skills by being in charge of various academic, co-curricular, and extra-curricular activities. They collaborate with other institutes, and colleges and are appointed as conveners for organizing seminars/ workshops/ conferences/FDPs. signing MOUs.

The clerical staff members are involved in the preparation of the annual budget of the institute. They also correspond with the University and AICTE 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 our institute's Vision and Mission Statements are considered further and taken forward.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

With respect to financial functioning, the Annual Budget is shared with the faculty and also presented at the CDC meeting for review and suggestions from the members. 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.

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.sti-edu.in/pdf/Code\\_of\\_Conduct\\_for\\_STIE.pdf](https://www.sti-edu.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.

Academic transparency- 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. With respect to examinations, students are given instruction and mock drills on the examination processes at the time of examination online processes. All results (including re-evaluation) are declared on the University website the details of which are shared with them.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

**Theme: Assessment and Accreditation of TEIs**

**Goal: To conduct A National Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education.'**

**Objectives of the Webinar:**

- To help ascertain the extent to which an institution complies with the seven NAAC criteria.
- To provide insights on efficiently managing assessments and analyzing outcomes.
- To train in documenting meaningful criterion-wise reports.
- To provide academicians a NAAC forum to publish original articles on quality enhancement and sustenance.

Sub-Themes were decided upon and communicated with the resource persons

A series of meetings were held to discuss and decide upon the allocation of responsibilities to staff and students, remuneration for the resource person, and IT support for hosting the webinar. The webinar was concluded by a panel discussion which gave an overall

view of the NAAC Accreditation, clarified participants' queries, and provided a new outlook on the need for Research in every Institution. The webinar was streamed live on the college's YouTube channel and a report was uploaded on the college's FB page, and website.

#### Funding

NAAC-sponsored webinar on the theme was conducted successfully. Funding of Rs. 75000 was received from NAAC. The webinar was hosted on the 28th and 29th of August 2020.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.sti-edu.in/assets/pdf/NAAC_Webinar_Brochure_August_2020.pdf">https://www.sti-edu.in/assets/pdf/NAAC_Webinar_Brochure_August_2020.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The college has two institutional bodies viz. College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) oversee the entire administrative setup of the college. Both CDC and IQAC are formulated and have a tenure as per the guidelines laid down by Maharashtra Public Universities Act, 2016 and University Grants Commission respectively.

At the beginning of the year, the faculty of the college designs and puts forth the Academic Calendar and the prospective plan for review to the College Development Committee. The suggestions given are taken into account, and after the CDC Committee passes the plans and programmes, the same is put forth to the IQAC for further review and input.

The feedback obtained after conducting the activities and also the feedback received from various stakeholders are deliberated upon at the CDC and IQAC meetings. Decisions are taken to retain, improve or introduce new activities as per the need. At the end of every meeting, minutes of the meeting and the action taken report are written which are presented at the next meeting.

Both CDC and IQAC are informed about new appointments, and promotions of the staff, and their advice is sought on different issues regarding the same. legal issues, if any are discussed too.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.sti-edu.in/about-the-college.php">https://www.sti-edu.in/about-the-college.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The college has several cells and committees to oversee the functioning of different events and activities. These bodies hold regular meetings, activities are discussed, and decisions are taken based on need. One such cell is the Practice Teaching Committee which looks after the planning and execution of practice lessons and internships. During the COVID-19 pandemic, the entire education field had been trying to cope with online teaching mode. During this time through mentoring sessions, it was observed that some students had fear of handling technology.



With this in focus, the practice teaching committee decided to launch the 'Tech-Fluent Teachers' certificate course for curriculum enrichment. The teaching fraternity at S.T.I.E. along with IT experts turned this into a grand learning opportunity for the student-teachers, by organizing a series of sessions on tech-based learning tools. The intensive course spread over a span of eight months, comprising experts from several prestigious educational institutions trained the students in the use of various digital tools which they could utilize to enhance the teaching-learning process in schools. Each session was unique, focusing on novel digital aids that could help the students make online learning engaging, interactive and fun for our students at school. This transformed students into ICT-enabled teachers.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place  
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The well-being of the teaching and non-teaching staff is always the main priority of the Management. 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. On-duty leave is sanctioned for faculty members to attend Orientation and Refresher Courses as stipulated by the UGC for career advancement. During COVID-19 lockdown period food grains were distributed to the non-teaching staff by the management. The Management provides loans to the staff (especially the non-teaching and support staff) whenever required. Faculty development programs are organized for both teaching and non-teaching staff to help them upgrade their knowledge and skills. Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC. Faculty members are acknowledged and felicitated by the Management for their outstanding professional achievements.



File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.3.4 - 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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system is a good means of evaluating teaching and non-teaching staff. The Principal evaluates the staff on the basis of her own observations of their performance and on the feedback given by the student-teachers. The staff members are also required to fill up a self-appraisal form each year and submit it to the principal. The faculty is monitored for: Academic and Career progression wherein the staff attend Orientation and Refresher courses. The Career Advancement Scheme goes to show that the faculty are continuously subjecting themselves to professional growth. The staff provides a holistic approach with different teaching methods. The faculty network with different educational institutions to conduct seminars, workshops, and webinars in the areas of their expertise for principals, teachers, and students. Research papers are published in UGC-listed journals. Attendance, student-teacher relationship, and all the support given by the staff to the different committees such as Admission, Alumni, infrastructure, E-Resources, Curricular, and Co-Curricular activities are also considered. 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.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution conducts rigorous internal and external audits regularly every Nine months and then after three months. For each event conducted receipts and bills of expenditure incurred are submitted to the college accountant. 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. 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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution gets financial support from the government in the form of a Salary Grant. Tuition fees are collected as per norms of Mumbai University and used for student related expenses for different activities. The Management generally provides the financial resources from its budgetary allocations whenever needed like the renovation of the college lecture hall.

The funds generated through a 5-day national FDP 'Tech Tools for Teachers ' were used for varied expenses incurred in organizing events and activities in college. The college received a grant of Rs 75000 from NAAC for hosting a webinar. The amount was mobilized to host the webinar.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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. Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC cell was established in 2003. It comprises experts from different fields. Regular meetings are conducted with a planned

agenda to discuss significant activities and their implementation.; At the start of the year there is a meeting to discuss prospective and perspective plans projecting long-term and short-term goals. The objectives and intended outcomes of each activity are explained by the faculty members and reviewed by the committee. Initiatives once discussed and approved are executed. Student and stakeholder feedback is obtained at the end of each activity, summarised, graphically represented, and shared with the committee at the subsequent meeting. Suitable modifications are then made based on feedback from IQAC members. In this manner, the quality benchmark is continuously raised yearly.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

One of the important pillarsof any institution is its teaching-learning process. Hence, it is necessary for the institutions to keep reviewing the teaching-learning process in order to achieve desired learning outcomes. Therefore, at STIE this process is closely monitored. Towardsthe end of the academicyear, the teachers are asked to submit their teaching plans. The principal reviews the plan with respect to set PEOs, PLOs and CLOs. The reviewedpoints are discussed with the concerned teaching faculty. The principal appreciates newly introduced ideas. Teachers constantly reflect on the outcomes achievedafter the planned activity is executed. These reflections help teachers to modify their teaching plans if needed. The principal comes to know about the difficulties and challenges faced by teacherswhile 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 reviewedusing Student Feedback obtained at the end of every semester.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.sti-edu.in/pdf/IQAC_20-21.pdf">https://www.sti-edu.in/pdf/IQAC_20-21.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.sti-edu.in/quality-assurance.php">https://www.sti-edu.in/quality-assurance.php</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

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.

1. 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. Some collaborations have also helped in generating funds that were used to organize different activities.

2. In-service programmes for School Teachers: S.T.I.E. conducted different in-service training programmes for school teachers. During the lockdown period when schools had to shift from offline mode to online mode, S.T.I.E. organized workshops and Faculty Development Programmes to help teachers learn different online tools. These



initiatives helped the in-service teachers to gain competencies in handling online classes and using online tools of teaching-learning effectively.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The Institution has a total strength of only 115 inmates. As seen in the three monthly Electricity bill and the Energy Audit Report attached herewith, the consumption of electricity is within reasonable limits. Installation of solar panels is being considered but is not a very viable option keeping in mind the cost of installation v/s reduction in electricity consumption ratio. Students and faculty are conservative in their use of electrical appliances and lights, fans and computers are switched off when not in use. 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. 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. Power consumption is also limited as students and faculty are not on the premises whenever teaching in practice schools takes place. The students conduct green activities like 'Batti Bandh' wherein all electrical appliances are switched off for a couple of hours to create awareness and sensitize stakeholders to the importance of energy conservation.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The College celebrated 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 was practiced by the students. Collection and recycling of used Tetra Paks has been an on-going activity even during the pandemic. There are 3 garden benches which have been procured by the college in exchange for 26,026 Tetra Paks giving it the status of the highest spoke in Tetra Pak collection among schools, societies and organizations in Mumbai. The college also has adopted a four bin approach for better dry waste management and composting of organic waste. Stickers advocating the maintenance of a "Plastic Free Campus' have been put up at important spots on the college premises. Students and faculty are encouraged to carry their snacks and meals in glass/metal containers to reduce the use of disposable and non-recyclable packaging materials. E-waste is collected and donated to an NGO-Ecofriend Industries which engages in e-waste recycling. Some of the mentioned activities were initiated in 2020 - 2021 but successfully implemented thereafter, the delay being due to the COVID-19 Pandemic.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Two of the above</b>
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</b>	
<p>The college has an extensive green cover and has conducted a Tree Inventory and Geotagged all the trees on the campus. Different species of shrubs and herbs have also been identified and labeled. The faculty and students engage in an Annual Tree plantation Drive as well as take part in the Swacchh Bharat Campaign wherein they clean and beautify the college campus and its immediate surrounding area. Cleanliness is a top priority and the premises are regularly cleaned twice a day (as mentioned in the Green Audit Report). During the celebration of the 'Make a Difference' week the EVS club sensitized the faculty and students to the importance of a pollution free environment by demonstrating how to prepare simple pollution catchers of which geotagged images have been attached. Use of private vehicles to commute to work is discouraged in a bid to sensitise the inmates to cut down on carbon footprints. Faculty and students commute by bus, train or on foot. A number of green assemblies are also conducted by the students during the year to spread awareness on environmental stewardship and creating a pollution free healthy environment at the Institutional/personal level.</p>	

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

**Four of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<b>No File Uploaded</b>
Income- Expenditure statement highlighting the specific components	<b>No File Uploaded</b>

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

**11 initiatives with total expenditure of Rs. 72, 460 (Funded projects amount to Rs. 2,26,340)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not**

more than 100 - 200 words

The Institution conducted several activities by networking with local communities to permit a free two way flow of knowledge and resources for its optimum utilization.

1. The Big Five Talk-show: This International Virtual Symposium was conducted by networking with alumni holding prestigious positions in different school types local and global.
2. 'Decoding Encrypted Ancient History through Numismatics': This online session was conducted to orient students to the history and significance of coins.
3. Alumni Mentoring Sessions: These sessions were conducted online and were need based so as to share success stories of alumni with the present students.
4. Community Work: The students engaged in Project PhoneShaala, wherein they prepared a repository of 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 Sarva Seva Sangh to reach out to underprivileged children in society.
5. Make a Difference Week: A spectrum of Green Assemblies on environmental themes with eco-friendly activities were organized for staff/students.
6. Curriculum Enrichment Activities: A series of online sessions, workshops, courses, virtual visits were conducted by a team of experts/ resource persons hailing from reputed organizations across the city and overseas.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

**The two Institutional Best Practices for the Academic Year 2020-2021 were as follows:**

1) Education for All through a Toll Free Call - Project PhoneShaala

2) Add-On Courses: Holistic Development while Countering CORONA

a) Social Conscientization Methodology

b) An International Collaboration: Student Migrations & Career Choices in a Global World

**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: [https://www.sti-edu.in/aqar/20\\_21/criterion7/aqar2020\\_21\\_7.2.1\\_best\\_practices.pdf](https://www.sti-edu.in/aqar/20_21/criterion7/aqar2020_21_7.2.1_best_practices.pdf)



File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The onset of the COVID-19 pandemic necessitated an instantaneous transition from 'brick to click' classrooms which was facilitated through a plethora of online courses and programmes hosted by the Institution.

The Tech Fluent Teachers Certificate Course provided knowledge and hands on experience in the use of a range of software and applications to enhance the quality of online lessons.

A 5 day National level online workshop 'Tech Tools for Teachers' trained the participants in the creation of interactive e-content and several android applications which they could use to adapt their teaching to the online pedagogy.

A repertoire of online courses/webinars on diverse significant themes like Sketchnoting, Big 5 Symposium, Virtual Visits, Heartfulness Education, TET and Make a Difference Week to name a few were conducted. Students were encouraged to attend online certificate courses conducted by organisations of repute in their own areas of interest and upgrade their knowledge.

Thus, the Institution utilised the period of the pandemic fruitfully by providing students, teachers and the educational fraternity at large with a panoramic view of the online teaching landscape. In this manner learning continued and helped to nurture creativity, communication skills and critical thinking- all skill sets required for 21st century learners.



File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

NAAC