



## **YEARLY STATUS REPORT - 2021-2022**

### **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>taniatanuja@yahoo.co.in</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)	02226490252
• Mobile (IQAC)	9076000252
• IQAC e-mail address	stieiqac@gmail.com
• Alternate e-mail address (IQAC)	cindrella.d@sti-edu.in
<b>3.Website address</b>	<a href="https://www.sti-edu.in/">https://www.sti-edu.in/</a>
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.sti-edu.in/pdf/AQAR-20-21.pdf">https://www.sti-edu.in/pdf/AQAR-20-21.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="https://www.sti-edu.in/assets/calendar/academic-calendar-2021-22.pdf">https://www.sti-edu.in/assets/calendar/academic-calendar-2021-22.pdf</a>

**5.Accreditation Details**

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

**6.Date of Establishment of IQAC**

13/06/2003

**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

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>5</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>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
1. National Level Webinar on 'NEP 2020: Restructuring Education for Quality Enhancement' in collaboration with the Bhopal School of Social Sciences (BSSS), Bhopal		
2. 6 Add-on certificate courses to enhance the knowledge and skills of Trainee Teachers.		
3. Workshops based on various 21st-century themes/topics/skills/competencies throughout the year.		
4. Sensitization and Awareness Programme on Inclusion in collaboration with Yash Charitable Trust.		
5. Workshop on Framing PEOs, PLOs, and CLOs & Mapping of PSO and CLOs		
<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/pdf/Plan-of-action-2021-22.pdf">https://www.sti-edu.in/pdf/Plan-of-action-2021-22.pdf</a>	Kindly refer to the link provided				
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <tr> <td>Name of the statutory body</td><td>Date of meeting(s)</td></tr> <tr> <td>COLLEGE DEVELOPMENT COMMITTEE</td><td>03/10/2022</td></tr> </table>		Name of the statutory body	Date of meeting(s)	COLLEGE DEVELOPMENT COMMITTEE	03/10/2022
Name of the statutory body	Date of meeting(s)				
COLLEGE DEVELOPMENT COMMITTEE	03/10/2022				
<b>14. Whether institutional data submitted to AISHE</b>					
<table border="1"> <tr> <td>Year</td><td>Date of Submission</td></tr> <tr> <td>2021-22</td><td>13/12/2022</td></tr> </table>		Year	Date of Submission	2021-22	13/12/2022
Year	Date of Submission				
2021-22	13/12/2022				
<b>15. Multidisciplinary / interdisciplinary</b>					
<p>The institute is actively involved in studying the NEP 2020 recommendations and guidelines. The institute hosted a webinar on the theme National Webinar on 'NEP 2020 Restructuring Education for Quality Enhancement' on May 07, 2022 to help the stakeholders gain in-depth understanding of NEP 2020 recommendations and the changes to happen. The faculty has attended various webinars on NEP 2020 to update themselves.</p> <p>Regular discussion about converting into a multidisciplinary institution with the statutory bodies (IQAC and CDC) takes place during the meetings. Talks with the management about the same and the possibilities to convert or to merge with other institution are in process.</p> <p>Various sessions/programmes multidisciplinary/interdisciplinary in nature are organized for the students to develop the capacity to analyze information and apply it to real-life situations. This improves students' understanding and makes the learning process more productive and enjoyable.</p> <p>1. Session on 'Fascinating History of Indian Coins' organized on November 20, 2021, helped students learn the art of reading inscriptions on Indian coins and currency.</p>					

2. Session on Stress Management was organized on August 17, 2021, to help teacher-trainees learn stress management strategies.

3. Session on 'Role of Women in Marital conflicts' organized to prepare teacher-trainees to understand the role they play in marital conflicts and ways in which they can tackle these conflicts.

4. Session on Financial Planning organized on April 09, 2022, enlightened the teacher-trainees about Savings and Investments, the different Financial Planning Processes, Fixed Deposits, Other Savings, Insurance, Shares, and Mutual Funds. Students were made aware of Tax Relief, Cyber fraud, and the Ponzi Scheme.

5. Sensitization and awareness programme on Inclusion organized to sensitize the teacher-trainees about inclusive strategies and policies.

6. Workshop on Street Play was organized on March 30, 2022, to help the students master the skills needed for performing street plays on social issues to create awareness in society.

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

- The institute studies the guidelines of UGC, State Government and University of Mumbai about the Academic Bank of Credits regularly (ABC) updates faculty about the same. The institute has initiated the process for the Academic bank of credits for students. The students were oriented to the procedure to open the digiLockers. Students who had difficulties with opening the DigiLockers were guided for the same. Data regarding the ABC ID of the students is collected by the institute and the same is sent to the University.

#### **17.Skill development:**

The institute enriches the curriculum with relevant value added course, workshops and programmes for skill development of the teacher trainees. A range of different programmes/activities/courses were conducted in the academic year 2021-2022 to enhance the skill development of teacher trainees.

- An Add-on course on Tech-Fluent Teachers carrying 3 credits and comprising 30 hours was conducted to train student-teachers in various technology-based tools, software, and applications.
- An add-on course on Electronic Information Literacy enhanced students' knowledge and competency in using various databases.

- Workshop on The Magic of Creativity through 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 that helped the students develop facilitation skills, communication skills, managing human emotions like fear and anger, reflective writing, leadership skills etc.
- Workshop on Mindfulness helped in making student-teachers aware of mindfulness and helping them integrate mindfulness into their daily lives.
- The workshop on Individualized Education Plan (IEP) enlightened the trainees about the needs of children with disabilities and how to provide personalized resources to help them be more successful in school.

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

Celebration of days of linguistic significance is a regular practice at STIE which orients students to the rich Indian cultural heritage. These events comprise cultural programs with skits in traditional languages, folk dances, folk songs, etc

1. Session on 'Fascinating History of Indian Coins' taught the students to read the ancient scripts and understand the inscriptions on the coins.

2. Singing Competition provided opportunities for the trainees to sing in different languages and showcase their linguistic skills.

3. Hindi Divas celebration enlightened the students about the importance of this language as well as the contribution it has made to Indian literature.

4. Marathi Bhasha Divas celebration provided opportunities to showcase Maharashtrian culture through drama, dance, costumes, literature, etc.

#### **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 (PEO), are formulated. Then the institute draws up its teaching plan in accordance with the Programme Learning Objectives (PLOs) and Course Learning objectives (CLOs) . All activities are organized and conducted so as to achieve the mentioned goals therein. Regular feedback is sought from stakeholders i.e. students, parents, alumni, internship schools, employers, etc so as to ensure that the intended outcomes are achieved. The feedback obtained is 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 (OBE).

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

The college provides the opportunities for online education.

- A 5 day State Level Online Workshop on 'Preparing for MH-TET 2021' organized from Sept 10-14, 2021, provided an opportunity for teacher trainees, alumni, and school teachers to know about the structure of TET and how to prepare themselves for appearing for MH-TET.
- The Vocational Education Nai Talim Experiential Learning (VENTEL) was carried out in collaboration with the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. It made the teacher trainees young entrepreneurs by exposing them to a variety of skill-based activities in the areas of Vocational Education, Self-Reliance, Swachhata, and Health and Community Engagement/Field Engagement.
- The BIG FIVE TALK SHOW was organized in online mode.
- Tech-Fluent Teachers (TFT) certificate course was conducted in online mode. Assignments of this course o provided an opportunity for the students to create e-content using different technological tools and use them in the classrooms during the online internships.
- 44 students of S.Y.B.Ed. completed the online training on 'Virtual Labs for Teaching, Learning and Assessment' organized by CIET-NCERT.
- Student teachers persue different distance education prgrammes like M.A. (History, English, etc.) while doind B.Ed course.

## Extended Profile

### 1.Student

2.1 100

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 25

Number of seats earmarked for reserved categories as per  
GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 50

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5Number of graduating students during the year 50

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 50

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>



<b>2.Institution</b>	
4.1  Total expenditure, excluding salary, during the year (INR in Lakhs):	1,03,563
4.2  Total number of computers on campus for academic purposes	67
<b>3.Teacher</b>	
5.1  Number of full-time teachers during the year:	8
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	
<p>The institute has a consistent in-house practice of planning the curriculum every year.</p> <p>The CDC and IQAC committees of the college play a key role in proposing novel endeavours to enhance the curriculum. These ideas are tailored as per the requirement and adopted by adding new teaching methodologies, courses, workshops, activities etc.</p> <p>The prerequisites and recommendations of the employers and practice teaching schools obtained from the feedback collected are deliberated upon to revise the existing activities if required or plan new events/practices.</p>	

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.

The inputs of the stakeholders and plans of the faculty members contribute in enhancing the curriculum and planning the academic calendar at the beginning of the year.

The institution also ensures to adapt its planned activities or make 'need of the hour' mid-course corrections in the academic calendar, taking into account situational/ local conditions.

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

**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**

**A. All of the above**

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	No File Uploaded

**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**

**A. All of the Above**

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	<a href="#">View File</a>
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****12**

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	<b>Nil</b>

**1.2.2 - Number of value-added courses offered during the year****6****1.2.2.1 - Number of value-added courses offered during the year****6**

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	<b>No File Uploaded</b>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****100****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****100**

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**

Three 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	No File Uploaded
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 NGOs and schools. Technological and course related knowledge gained also paved a way for students to create E-Modules and Each one Teach one NDLI activity.

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 16th October 2021. 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 International School, Jakarta, Indonesia.

A 30 hour course, Super Teacher Empowerment Programme was designed to orient student-teachers to practical aspects needed to perform in SSC, I.C.S.E, C.B.S.E., I.G.C.S.E and I.B. board schools. This programme aimed at providing student-teachers with a holistic knowledge base and practical orientation to teaching in schools affiliated to different boards of education. The Course Content was framed to give general orientation, Subject Specific inputs,

demonstrations of lessons and assignments to deal with practical aspects related to various boards.

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

The institute ensures enrichment through a wide range of experiences, ranging from the development of students' emotional competencies, cognitive abilities to practical applications. Internship related activities are given utmost importance.

Several 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.

To sharpen 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 Super Teacher Empowerment Programme and The Big Five Talk Show which enlighten them to gain deeper and richer insights into the functioning of various boards, curricula, syllabi, assessment systems, norms and standards followed by different schools as per their board.

The institute ensures spirit of innovation and research mindedness by organizing sessions like 'Research Paper Reading' and a webinar on 'Formal Language for Research Writing'



A sense of responsibility toward the community was cultivated by creating linkages in order to facilitate student-teachers' participation in Community work at ANZA special school, Snehasadan-Home for the Homeless Children, Sarva Seva Sangh and ARPAN NGO

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

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

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed and action taken</b>
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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

100

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

100

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**

25

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

25

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)	<a href="#">View File</a>
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	<a href="#">View File</a>

**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**

0

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.

Before introducing students to the new curriculum, it is of the utmost importance in STIE to determine students' readiness and learning requirements. The diversity that each group of students brings to the classroom makes it more inclusive. Through the Talent Search program, students at the entry point each year have the opportunity to showcase their talents, skills, and capabilities in order to comprehend this diversity. Here, students put on shows without the help of their teachers. With regard to life skills, this activity helps teachers identify students' strengths and weaknesses. To realize their preparation as far as the subject information, performance tests in view of content information are administered. The entry-point questionnaire is given to the students to find out how interested they are in the course, how well they use technology, and other skills needed to be an effective teacher in the 21st century. The college takes a number of steps to help students improve their skills and overcome their weaknesses. Students are prepared for the content area through the Content Enrichment Program. Students are prepared for school internships by taking the specialized English Grammar Course - Beginners to Pro, which helps them improve their linguistic abilities. The college offers a variety of courses, webinars, lecture series, and expert talks to help students become familiar with skills needed in the modern world. Through the Teaching Skill Program, students are also exposed to a variety of teaching methods.

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
<b>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</b>	All 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>
<b>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</b>	Two 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	<a href="#">View File</a>

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

20:1

### 2.2.4.1 - Number of mentors in the Institution

5

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.

The curriculum at STIE is taught in a variety of ways to help each student become the best teacher of the 21st century.

Student-centric lectures: In theory classes, teachers use a variety of activities to get as much student participation as possible and put students 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:** Using participatory pedagogies like cooperative learning and collaborative learning, teachers differentiate student learning to implement the curriculum. Students are taken into experiential learning zones when constructive methodologies are used, providing them with opportunities to investigate novel concepts.

**Field exploration, research and extension:** Curriculum transaction through virtual visits and encouraging students to opt for field work-based course assignments is given tremendous importance in the teaching-learning process. In order to acquire course material, students participate in research activities.

**Varied assessment strategies:** Students are given the opportunity to investigate a variety of informational sources as a result of the modifications made to the course work and assignments. Additionally, 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**

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
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' issues are addressed by mentors who have been assigned to them. In the event of major difficulties, teachers and the principal collaborate to resolve them. Two batches form strong bonds when senior peers mentor them. Students who are weak and extremely shy benefit from mentoring by the same group of students.**

**Working in teams:** The purpose of organizing group activities is to educate students about the significance of working in teams and working together. This helps students plan and organize celebrations and other events in a way that works well for everyone.

**Dealing with student diversity:** One of the most efficient methods for mentoring students is to plan one-on-one sessions with students in addition to the constructivist feedback that is provided following each activity. These sessions help teachers cater to students' diverse needs.

**Conduct of self with colleagues and authorities:** Mentors teach students how to behave well in front of co-workers and authorities by using educational and inspiring videos.

**Balancing home and work stress:** Alumni organize mentoring sessions in which students receive advice on how to manage stress at work and home.

**Keeping oneself abreast with recent developments in education and life:** Students are educated about the most recent educational trends, as well as the opportunities, challenges, and threats that lie ahead of them, through the use of online apps and other resources. 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 made every effort to adapt the curriculum to meet the needs of students, enriching it and making it richer and more wholesome. Various teaching methods are used to implement this altered curriculum. As a result, the curriculum transaction aims to cultivate creativity, originality, intellectual and thinking skills, empathy, and other life skills among students. Teachers strive to differentiate the learning process by employing a variety of activities that vary in form and complexity in order to accommodate the diverse needs of students. As a result, the learning-teaching process becomes more adaptable and child-friendly.

The methods and teaching methods used aim to help students acquire skills for the 21st century. 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**

All of the above

<b>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)</b>	
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 possibl	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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 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</b>	Ten/All of the above
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

<b>2.4.3 - Competency of effective communication</b> <b>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</b>	<b>All of the above</b>										
<table> <tr> <th data-bbox="86 613 552 674">File Description</th><th data-bbox="552 613 1477 674">Documents</th></tr> <tr> <td data-bbox="86 674 552 741">Data as per Data Template</td><td data-bbox="552 674 1477 741"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 741 552 920">Details of the activities carried out during the academic year in respect of each response indicated</td><td data-bbox="552 741 1477 920"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 920 552 987">Any other relevant information</td><td data-bbox="552 920 1477 987"><b>No File Uploaded</b></td></tr> </table>	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	<b>No File Uploaded</b>			
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	<b>No File Uploaded</b>										
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b>	<b>All of the above</b>										
<table> <tr> <th data-bbox="86 1420 552 1480">File Description</th><th data-bbox="552 1420 1477 1480">Documents</th></tr> <tr> <td data-bbox="86 1480 552 1547">Data as per Data Template</td><td data-bbox="552 1480 1477 1547"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1547 552 1648">Samples prepared by students for each indicated assessment tool</td><td data-bbox="552 1547 1477 1648"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1648 552 1794">Documents showing the different activities for evolving indicated assessment tools</td><td data-bbox="552 1648 1477 1794"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1794 552 1861">Any other relevant information</td><td data-bbox="552 1794 1477 1861"><b>No File Uploaded</b></td></tr> </table>	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	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>	
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	<a href="#">View File</a>										
Any other relevant information	<b>No File Uploaded</b>										
<b>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</b>	<b>All of the above</b>										

**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**

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

All of the above

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	No File Uploaded

**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	No File Uploaded

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 methods used to teach lessons at the schools chosen for the internship program varied. It included recorded video lessons, live online classes and as well as offline lessons as per the situation. This resulted in students gaining proficiency in interacting with students and teachers, using technology, and creating instructional materials in the form of lesson videos.

Through a telephone conversation and personal meetings, the internship program was explained to the selected schools' principal and supervisor.

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.

Students were taught about the roles of college teachers, school teachers, and teacher-trainees in the internship program at regularly scheduled meetings.

Students performance was assessed through assessment activities prescribed at the university level. Timely lesson feedback was provided in the form of the Google Forms, checklist and oral feedback. 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 Co-educational schools.**

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

#### **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**

**50**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<b>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 & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

**Seven/Eight of the above**

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	No File Uploaded
Any other relevant information	No File Uploaded

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.

The internship program is the most enjoyable and crucial component of the B.Ed. course. Students are greatly influenced by this hands-on experience with a real-world school setting. Thus, at STIE we look for the greatest learning results through this program. The internship program is constantly monitored by the institution for this reason.

The students' interactions are constantly monitored by teacher educators. They discuss observations of their group students with each other one time each week. This makes it easier for all teachers to stay up to date on the internship program's happenings. By guiding students, evaluating their work, providing constructivist feedback, and mentoring, teacher educators play a significant role in the improvement and evaluation of trainees' performance. Throughout the course of the program, trainees are closely monitored for attendance.

Smooth working of the internship program is guaranteed through informal observations and telephonic discussions with school authority.

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

Peers serve as mentors, plan the internship group's schedule, provide feedback, and assist one another in achieving the same objective during the internship. As a result, they also contribute

to the successful and memorable internship program.

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	No File Uploaded

## 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****143****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****143**

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

Teachers at STIE strive to increase their knowledge, familiarize themselves with the most recent skills, trends, and research areas, and remain prepared for students of the 21st century in light of the significance and necessity of professional development. Attending Expert Talks, Webinars, Refresher Courses, Faculty Development Programs, and other events are all ways to accomplish this.

In house discussions on current developments and issues in education: Teachers at STIE talk about current events, which can be anything from education-related news to NEP and ITEP plans. Most of the time, these talks lead to innovative practices like a new course, webinar, expert talk, or innovative competition or celebration.

Share information with colleagues and with other institutions on policies and regulations: The knowledge acquired from various webinars, lectures by experts, classes, and other activities. is shared with one another for the purpose of enhancing comprehension of the newly introduced idea. If necessary, the college librarian is contacted to purchase relevant books on the same subject.

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	No File Uploaded

## 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, students' participation in curricular, co-curricular, and extracurricular activities is continuously evaluated. By organizing competitions like Talent Search, Poster Making, E-Module, Miss Education, Essay Writing, and Career Module, etc. students are evaluated for their overall development. In addition, students' progress is closely monitored through celebrations, and their performance is demonstrated in the planning and execution of various events such as campus placement, seminars, talks, workshops, and conferences. Also, during various course activities, students' active engagement and performance is evaluated

through the Tech Fluent Course, Heartfulness Education Program, VENTEL Action Plan, Electronic Information Literacy Course, STEP Program, 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)

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, the examination-related grievance redressal mechanism at STIE is operationally effective. STIE puts a lot of effort into making evaluations more user-friendly for students. Students' convenience is taken into consideration when scheduling tests. The revision classes are taken upon request. The smooth operation of the evaluation is ensured by well-organized exam orientations, exam support provided before, during, and after exams, a survey of students' needs at the time of the exam, and guidance provided whenever necessary. The questions and comments of students are recorded and used to improve the exam system. In some exceptional circumstances, difficulties faced by students are discussed during staff meetings, and those who require it receive the necessary assistance.

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.

Systematic planning is necessary for the academic year to run smoothly. For this purpose, an academic calendar is prepared before the start of the new academic year. It provides a glimpse of the upcoming events for the upcoming academic year.

STIE believes in Gandhian principles of all-round development of students through education. Internal evaluation thus becomes a part of this goal. The activities and evaluation tasks are included in the academic calendar to give students a chance at good grades. It prepares students physically and mentally for upcoming events and helps them plan their study schedule.

The academic calendar prepared at STIE is comprehensive in nature. It encompasses the academic year's curricular, co-curricular, and extracurricular activities. To give some examples significant ones are internship, examination dates, class test and essay dates, mid-term break, various competitions, celebrations, and so on. The established academic calendar is strictly adhered to by the faculty and administrative staff.

The management committee reviews the academic calendar prior to administering it. The finalized academic calendar is posted on the college website for students' reference once it has been approved by management. The academic calendar for the academic year 2020-21 can be found at <https://www.stiedu.in/assets/calender/academic-calendar-2020-21.pdf>

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 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 demonstrates the institution's preference for outcome-based learning.

The school takes every precaution to provide education through a contextualized curriculum that is in line with the PEOs, PLOs, and CLOs that have been mentioned. The PEOs, PLOs, and CLOs are incorporated into the planning of the curriculum's preparation, implementation, and evaluation strategies.

The institution is able to make the most of the diversity of the classroom by organizing a variety of curricular, co-curricular, and extracurricular activities for students, allowing it to achieve the desired outcomes with regard 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	<a href="#">View File</a>

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

The institution's position in relation to achieving the stated goals with regard to PEOs, PLOs, and CLOs through the teaching and learning process is assessed by mapping the performance of students in the internal and external evaluations. The institution's strengths and weaknesses in terms of curriculum planning, implementation, and evaluation are then evaluated using this mapping. The institution makes use of the analyzed data to make 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

86

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 searches, it was discovered that a small number of students lacked linguistic proficiency. Because of this need, a Grammar Course was set up for them to help them improve their linguistic abilities.

Based on the students' methods, performance tests revealed a few cases of poor content knowledge. A content enrichment program for students was planned to address this issue. Students' content knowledge and comprehension showed significant improvement on the retest.

Mentoring sessions revealed that some students were afraid of using technology. By exposing them to the technology course Tech Fluent Teachers, this technophobia was addressed. Students became ICT-enabled teachers as a result. It was also observed that the students had the fear of facing students as a trainee teacher. As a result, the institution had organized a Teaching Skills Program to boost their confidence. They performed well in internship programs due to the confidence they gained from this program.

Students' apathy toward social responsibility and a lack of awareness regarding inclusion, environmental sustainability, and gender equality were reflected in the entry point questionnaire. Activities, both curricular and extracurricular, were used to address these issues. 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

[https://www.sti-edu.in/aqar/21\\_22/criterion2/aqar2021\\_22\\_2.8\\_student\\_satisfaction\\_survey.pdf](https://www.sti-edu.in/aqar/21_22/criterion2/aqar2021_22_2.8_student_satisfaction_survey.pdf)

## 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 study leave for research field work**

Three of the above



**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	No File Uploaded

### 3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
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**

24

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**

8

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	<a href="#">View File</a>

### 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

100

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	<a href="#">View File</a>

### 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

100

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

100

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. The beach clean-up drive brought the students face-to-face with the harsh existing reality of water as well as plastic pollution. They were able to physically see the quantity of plastic littering the beach and have a greater understanding of the effort required to remove plastic from the marine system where it endangers aquatic life. The event really made them aware of pollution and how they can prevent it.

2. DLLE project provided the opportunity to interact with women from different sections and understand their problems through conducting a survey. The information collected through the survey was analyzed. This helped in understanding the differences in the perspectives of women from different sections like- literate, literate, working, non-working, rural, and urban as well as the problems faced by them.

3. Community work at different centers Sensitized the trainees toward underprivileged and special children. It provided them with the opportunity to understand their needs and utilize trainees' abilities to help these children learn. It made them aware of the issues related to inclusive classrooms.

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	No File Uploaded

### 3.4 - Collaboration and Linkages

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

01

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

01

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

10

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 Local community based activities Practice

All of the above

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	<a href="#">View File</a>

## 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.witha 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

6

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://www.sti-edu.in/agar/21_22/criterion4/4.1.2_Classrooms-with-ICT-Facilities.pdf">https://www.sti-edu.in/agar/21_22/criterion4/4.1.2_Classrooms-with-ICT-Facilities.pdf</a>
Any other relevant information	No File Uploaded

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

0.67

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 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 and Barcode labels Printing
3. Library Opac
4. Library Webopac
5. 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)****0.40947**

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	<a href="#">View File</a>

**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****165**

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://www.sti-edu.in/aqar/21_22/criterion4/aqar2021_2022_4.2.5_Library%20Usage%20April21-Oct22_ledger_pgs.pdf">https://www.sti-edu.in/aqar/21_22/criterion4/aqar2021_2022_4.2.5_Library%20Usage%20April21-Oct22_ledger_pgs.pdf</a>
Any other relevant information	<a href="#">View File</a>

**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 regular basis Documents are made available**

**Three of the above**

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
- 65 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

  

<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>E. &lt; 50 MBPS</b>
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File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

  

<b>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</b>	<b>One of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/@st.teresasinstituteofeduca5577">https://www.youtube.com/@st.teresasinstituteofeduca5577</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.sti-edu.in/aqar/21_22/criterion4/4.3.4-Staff-E-Content.pdf">https://www.sti-edu.in/aqar/21_22/criterion4/4.3.4-Staff-E-Content.pdf</a>
Any other relevant information	<a href="#">View File</a>

**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)****4.63555**

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	<b>No File Uploaded</b>

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/aqar/20_21/criteria4/4.4.2%20Maintenance%20Systems%20procedures.pdf">https://www.sti-edu.in/aqar/20_21/criteria4/4.4.2%20Maintenance%20Systems%20procedures.pdf</a>
Any other relevant information	<a href="#">View File</a>

**STUDENT SUPPORT AND PROGRESSION**

<b>5.1 - Student Support</b>	
<b>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, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</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	<b>No File Uploaded</b>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water 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 Implementation of guidelines of</b>	<b>A. All of the above</b>

**statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

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	No File Uploaded

**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>43</b>	<b>50</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).****14**

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)****15**



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	No File Uploaded

### 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	<a href="#">View File</a>

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

24

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**

1

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. The Principal and the faculty identify the alumni with special talents who are called to deliver sessions, interact with the present students.

- Judging different competitions -The alumni are invited to judge different competitions held at STIE such as Ms. Education Contest, singing competition, and Intercollegiate Essay Writing and Inter Collegiate Poetry Competition.
- Conducting workshops, and sessions -Alumni of STIE are invited as the resource persons for different workshops and sessions. A workshop on Orientation to E-Modules 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.
- Alumni Mentoring: The Alumni of the college mentored the current batch students and guided them about giving online lessons, the working of various boards.
- The resource persons for STEP Certificate course which oriented student-teachers to the curriculum, educational practices and teaching strategies followed by different Board Types were valumni of the college.

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.

1. 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.

2. 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.

3. Through guidance, mentoring, and Peer Action Replay, they are inspired to make their unique and innovative contribution during theory interactions and internship lessons.

4. S.T.I.E. being a women's college works towards the emancipation and empowerment of women. by arranging activities to bring proficiency and efficiency among students.

5. S.T.I.E. believes in all-round development of students - head, hand, and heart. Thus, the activities planned at S.T.I.E. result in thinking globally and acting locally.

6. The administrative committees represent students, teachers, and

non-teaching staff adequately. 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 future 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	<a href="#">View File</a>
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 principals 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	No File Uploaded

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	No File Uploaded



## 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

S.T.I.E signed an MoU with the Bhopal school of social science (BSSS), Bhopal. A webinar was planned in collaboration to enhance academic quality under the MoU.

The theme of the Webinar: National Education Policy 2020: Restructuring Education for Enhancement.

A National-level webinar was organized by St Teresa Institute of Education (S.T.I.E.) in collaboration with the Bhopal school of social science (BSSS) on 7th May 2022.

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

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

A series of meetings were held with BSSS to discuss and decide upon allocating responsibilities to staff and students, remuneration for the resource person, and IT support for hosting the webinar. The webinar gave an overall view of NEP 2020 as well as the issues with the implementation of NEP 2020.

The webinar was streamed live on the BSSS YouTube channel and a report was uploaded on the college's FB page, and website.

The participants contributed research based/conceptual papers and a conference proceeding was published.



File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.sti-edu.in/pdf/strategic-plan-21-22.pdf">https://www.sti-edu.in/pdf/strategic-plan-21-22.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	No File Uploaded

<b>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</b>	<b>All of the above</b>
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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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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 decision based on the minutes of the Seminars, Workshops, and Courses Committee Meeting held on 17th June 2021:**

The teacher in charge of courses, seminars, and workshops committee Prof. Dr Giselle D'souza conceptualized and proposed the Super Teacher Empowerment Programme (STEP) as a certificate course to orient student teachers to the teaching methodology in schools affiliated with different Boards of Education.

Super Teacher Empowerment Programme is a 30-hour course designed to orient student-teachers to the practical aspects needed to perform in SSC, I.C.S.E, C.B.S.E., I.G.C.S.E, and I.B. board schools. This programme aims at providing student-teachers with a holistic knowledge base and practical orientation to teaching in schools affiliated with different boards of education.

The Course aimed at obtaining the following learning outcomes: ? Develop the confidence needed to teach in the schools affiliated with the different board types. ? Make well-informed choices about joining a given institution on completion of their B.Ed. ? Gain insight into subject-specific knowledge and competencies that are needed to perform in a given school type. ? Have hands-on experience

in preparing subject-specific lesson plans.

The Course Content was framed to give

- general orientation,
- Subject Specific inputs,
- demonstrations of lessons in different methods,
- assignments to deal with the practical aspects related to various boards viz. SSC, I.C.S.E, C.B.S.E., I.G.C.S.E, and I.B. board schools.

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	<a href="#">View File</a>

### 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. 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	No File Uploaded

### 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

6

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	<a href="#">View File</a>
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.

07

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

5

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 same is communicated to the staff members by the principal.
- 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 attends 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	No File Uploaded

#### 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. The final report is annually generated and discussed with the head of the Institution. The head of the Institution then responds to the remarks that need to be addressed. 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)

0.80

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

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.

- Fundsfor the Management:** The Management generally provides the financial resources from its budgetary allocations whenever needed like the renovation of the college lecture hall.
- Funds generated through seminars/workshops/webinars:** The institution also organizes various faculty development programmes like workshops, seminars, and conferences to help pre-service and in-service teachers. Through the registration fees of these programmes, the institute generates funds and uses the same to organize various events for the students and teachers.
- Sponsored Endeavors:** The institute collaborates with other institutes/NGOsthat sponsor various initiatives.
  - The Organic Composting Project, a Green endeavor initiated for

the implementation of decentralized waste management solutions has been funded by Ekonnnect and RUR GreenLife Private Ltd. Two Aerobic Bio-composters have been installed on the college campus for processing the wet waste (gathered from the 4 institutions housed on the campus) into compost which is then used as a fertilizer for the green cover on the campus. Four color-coded Dry Waste segregation bins have also been installed for Dry Waste Management. The total cost of the funded equipment amounts to a total contribution of Rs. 2,55,840/-.

- Another funded Green Endeavour was the Tree Landscaping Inventory carried out by Terracon Ecotech Pvt. Ltd. A total of 33 Tree species belonging to 18 Families were documented (of which 30 species were geo-tagged), 26 species of shrubs, 33 species of herbs, and 10 species of climbers and twiners were identified.

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	<a href="#">View File</a>

## 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 pillars of any institution is its teaching-learning process. Hence, it is necessary for institutions to keep reviewing the teaching-learning process in order to achieve desired learning outcomes. Therefore, at STIE this process is closely monitored. Toward the end of the academic year, the teachers are asked to submit their teaching plans. The principal reviews the plan with respect to set PEOs, PLOs and CLOs. The reviewed points are discussed with the concerned teaching faculty. The principal appreciates newly introduced ideas. Teachers constantly reflect on the outcomes achieved after 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 teachers while transacting the curriculum through the Self Appraisal Form filled by teachers. This helps her in reviewing the teaching-learning process. The teaching-learning process is also reviewed using 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	No File Uploaded

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

40

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-Minutes-2021-22.pdf">https://www.sti-edu.in/pdf/IQAC-Minutes-2021-22.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)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

**2. Pre-service and In-service programmes for teachers:** S.T.I.E. conducted different in-service training programmes for school teachers. S.T.I.E. organized workshops to train teachers for the Teachers Eligibility Test ( TET). Webinar on the theme of NEP 2020 These initiatives helped the in-service teachers to gain knowledge about the implementation and challenges of NEP 2020.

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.

In keeping with SDG Goal 7- which focuses on affordable energy services and improvement in energy efficiency, the college undertook the following initiatives. The lecture hall has LED lights fitted to reduce power consumption and these are maintained/checked regularly to see that they are in good working condition. Reflectors are fitted in the tube lights which help to emit light over wider areas. The normal induction fans are being replaced with energy saving fans

which use Brushless Direct Current. Labeling switch boards and mounting sign boards instructing switching off of devices when not in use reduces unnecessary wastage of electricity. The three monthly Electricity bill attached, indicated that the usage of electricity was judicious. The stakeholders cautiously use electrical appliances like lights, fans, computers, printers, microwaves, LCDs and other digital resources. Considering the fact that the college is well ventilated, with spacious and airy rooms, the use of fans is marginal. Only the Computer Room and Conference room have air conditioners installed. The Energy Audit report shows a graph of the annual electricity usage to ensure that power consumption levels are adequately monitored and maintained. All suggestions made in the report as well as the Green Audit are duly implemented.

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.

In keeping with the SDG 12- 'Sustainable Consumption and Production Patterns', the institution collaborated with Ekonnnect Knowledge Foundation and installed 2 Aerobic Composting bins in January 2022. A total of 673kgs of organic waste of the 4 Institutions was successfully composted and used to generate 42 kgs of compost which was used as a fertilizer for the green cover of the campus. The 4 Bin Approach of waste management was adopted for the segregation of dry waste. The EVS club organized 'Make a Difference' week wherein various eco-friendly activities for waste management were organized to alert stakeholders to their role in environmental conservation. The highlight of this event was the Paper/Plastic/Metal/E-waste collection drives wherein the waste collected was donated to Sampurna (e)arth Environment Solutions Pvt. Ltd. and awarded green points in return. The college is a 'Plastic Free' Campus and the indiscriminate use of plastic by stakeholders is strictly prohibited. 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 2021 but successfully implemented thereafter, due to the COVID-19 Pandemic. A waste management workshop titled 'Waste it or Invest it' was conducted by RUR Green Life Pvt. Ltd

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>Two of the above</b>
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>Three 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>
<p>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</p>	
<p><b>The college campus is adorned with 36 species of trees of which 29 species have been geo-tagged by a Tree Landscaping Activity</b></p>	

conducted in September 2021 and thereafter a Tree Information Board was installed at the entrance. Seventeen native species and 15 exotic species, 26 species of shrubs, 33 species of herbs and 10 species of climbers/twiners were identified. This expansive green cover provides a refreshing feeling to inmates/visitors at the campus. The trees have been labeled with important information thus promoting a green learning experience for students of the 4 institutions located on the campus. Cleanliness is maintained by a team of committed support staff and the institution constantly endeavours to make the campus more eco-friendly serving as a home to different species of birds and flora. The dry leaves from the foliage are collected and used constructively in the composting bins. Campus clean-up drives are organized during the Make a Difference Week celebrations by the Environment club. The college premises are cleaned twice daily. Carpooling as a practice is encouraged among students and employees and Green Assemblies conducted right through the year sensitise and alert inmates to the importance of reducing carbon footprints thus contributing to reduction of pollution.

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**

**All 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	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

**Rs. 5,56,471**

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	<a href="#">View File</a>

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 engaged in these endeavours:

1. **The Big Five Talk-show:** This International Online Symposium was conducted by a panel of 5 alumni holding prestigious positions in different school types both local and global.
2. **Super Teacher Empowerment Program (STEP):** This certificate course was conducted primarily by Alumni to orient trainees to the theory and pedagogical practices followed by schools affiliated to different boards of education.
3. **Outreach:** The students served at Community Work Centres to reach out to slow/ deprived learners and mentally challenged children. They were trained by the NGO ARPAN in Good touch/Bad touch and sexual abuse and later sensitized students of the

Practice Teaching Schools to the same thus extending their service to community.

4. TET Course: This helped to orient and train pre-service and in-service teachers to the content of the Teacher Eligibility Test along with practical guidelines to prepare for it.
5. Curriculum Enrichment Activities: A series of online/offline sessions, workshops, courses and events were conducted by faculty/experts/resource persons hailing from reputed organizations in different areas of expertise from across the city and overseas.
6. Beach Clean-up drive: It was conducted by the teacher-trainees to clear up the ocean shores of debris and Ganesh idol remnants thereby safeguarding the environment.

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 2021 - 2022 were as follows:**

**1) Super Teacher Empowerment program (STEP)**

**2) TEACH TO LEARN - LEARN TO EARN...A step forward in the life as an ENTREPRENEUR - VENTEL Programme**

**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/21\\_22/criterion7/aqar2021\\_22\\_7.2.1\\_best\\_practices.pdf](https://www.sti-edu.in/aqar/21_22/criterion7/aqar2021_22_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 Institution engaged in a number of Environmental Endeavours:**

**The Organic Composting Project:** In collaboration with RUR Greenlife Pvt.Ltd. and Ekonnnect Knowledge Foundation, two aerobic composters were installed on the campus for processing the organic waste into compost which was used for enhancing the extensive green cover.

**Tree Landscaping Inventory:** This activity was conducted by Terracon Ecotech Pvt, Ltd. in September 2021 wherein 101species of plants were identified. Thereafter, the Science Club engaged in labeling these trees.

**The Four Bin approach of Waste Management:** The college has signed an MOU with Sampurn(e)arth Environment Solutions Pvt. Ltd. for Dry waste segregation. Waste is donated in exchange for Green Points.

**Make a Difference Week:** This was conducted by the EVS Club to sensitise faculty and students to environmental issues through Green Assemblies and several eco-friendly activities.

**Waste Management Workshop:** The webinar titled 'Waste it or Invest it' oriented student teachers to the art of composting organic waste and to their role in environmental stewardship.

**Environmental Partnerships:** The College signed agreements with Ecofriend Industries Pvt.Ltd and SampurnaEarth for E-waste collection and dry waste segregation.

**Green Audit:** Conducted by STEP Pvt. Ltd. to endorse the Green initiatives undertaken by the Institution.

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>