



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		ST. TERESA'S INSTITUTE OF EDUCATION
• Name of the Head of the institution	Prof. Dr. Giselle D'souza	
• Designation	Principal In-charge	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	02226490252	
• Mobile No:	9820588948	
• Registered e-mail ID (Principal)	stie73@gmail.com	
• Alternate Email ID	giselled39souza@gmail.com	
• Address	S. V. Road Santa Cruz West	
• City/Town	Mumbai	
• State/UT	Maharashtra	
• Pin Code	4000054	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Women	
• Location	Urban	

• 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				
3.Website address	https://www.sti-edu.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://sti-edu.in/pdf/AQAR-21-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://sti-edu.in/assets/calendar/academic-calendar-2022-23.pdf				
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
Cycle 4	A	3.23	2023	21/12/2023	20/12/2028
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/PMMMNMTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Workshops based on various 21st-century themes/topics/skills/competencies throughout the year		
6 Add-on certificate courses to enhance the knowledge and skills of Trainee Teachers.		
International Webinar on 'Revisiting Education- Holistic Development through Empowered Minds' on May 06, 2023		
Tree Labelling Drive was organised on April 01, 2023.		
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).		
Plan of Action	Achievements/Outcomes	
https://sti-edu.in/pdf/Plan-of-Action-2022-23.pdf	Kindly refer to the link provided.	
13. Whether the AQAR was placed before statutory body?	Yes	

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	02/03/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022- 2023	08/02/2024

15. Multidisciplinary / interdisciplinary

The faculty has attended various FDPs, webinars on NEP 2020 to update themselves. They are actively involved in studying the NEP 2020 recommendations and guidelines. Regular discussion about converting into a multidisciplinary institution with the statutory bodies (IQAC and CDC) takes place during the meetings. Talks with the management about the same and the possibilities to convert or to merge with other institution are in process. Various 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.

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:

A range of different programmes/activities/courses were conducted in the academic year 2022-2023 to enhance the skill development of teacher trainees. The institute enriches the curriculum with relevant value added course, workshops and programmes for skill development of the 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. Hindi Divas celebration enlightened the students about the importance of this language as well as the contribution it has made to Indian literature. 2. Marathi Bhasha Divas and Marathi Bhasha Pandharvada celebrations 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 (PLO), 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 Outcomebased education (OBE).

20.Distance education/online education:

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.

Extended Profile

1.Student

2.1	100
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	50
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	Number of graduating students during the year	50
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File Description	Documents
Data Template	View File

2.6	Number of students enrolled during the year	50
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File Description	Documents
Data Template	View File

2. Institution

4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	100000
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4.2	Total number of computers on campus for academic purposes	67
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3. Teacher

5.1	Number of full-time teachers during the year:	07
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File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	Number of sanctioned posts for the year:	7
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Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institute has a consistent in-house practice of planning the curriculum every year.

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.

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.

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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
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												
<table> <tr> <th data-bbox="86 486 552 548">File Description</th><th data-bbox="552 486 1477 548">Documents</th></tr> <tr> <td data-bbox="86 548 552 611">Data as per Data Template</td><td data-bbox="552 548 1477 611">View File</td></tr> <tr> <td data-bbox="86 611 552 754">List of persons who participated in the process of in-house curriculum planning</td><td data-bbox="552 611 1477 754">View File</td></tr> <tr> <td data-bbox="86 754 552 898">Meeting notice and minutes of the meeting for in-house curriculum planning</td><td data-bbox="552 754 1477 898">View File</td></tr> <tr> <td data-bbox="86 898 552 1077">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td><td data-bbox="552 898 1477 1077">View File</td></tr> <tr> <td data-bbox="86 1077 552 1140">Any other relevant information</td><td data-bbox="552 1077 1477 1140">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	List of persons who participated in the process of in-house curriculum planning	View File	Meeting notice and minutes of the meeting for in-house curriculum planning	View File	A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File												
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Meeting notice and minutes of the meeting for in-house curriculum planning	View File												
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File												
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	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.sti-edu.in/pdf/Programe-Outcomes-and-Course-Outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

98

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

98

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

All of the above

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

47

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

47

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
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 etc.

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

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The student-teachers and faculty of the college participated in the 'The Big Five Talk Show' on 7th January 2023. 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 panellist representing the I.G.C.S.E. board from International School, Jakarta, Indonesia.

The Alumni working abroad and in different states are frequently invited to share their comparative perspectives. The resource people invited to conduct various sessions during the year and during International Webinar Revisiting Education -Holistic Development through Empowered Minds highlight norms and standards followed by various boards. The practice teaching school principals, teachers and principals who visit for campus recruitment conduct sessions to orient students about the board of education followed by their school.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
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, courses like English Grammar Pro-Beginner to Advanced, Tech Fluent Teachers, VENDEL 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 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, Sarva Seva Sangh and other NGOs

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is

Feedback collected, analyzed,

processed and action is taken; feedback process adopted by the institution comprises the following		action taken and available on website
File Description	Documents	
Stakeholder feedback analysis report with seal and signature of the Principal	View File	
Action taken report of the institution with seal and signature of the Principal	View File	
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		
50		
2.1.1.1 - Number of students enrolled during the year		
50		
File Description	Documents	
Data as per Data Template	View File	
Document relating to sanction of intake from university	View File	
Approval letter of NCTE for intake of all programs	View File	
Approved admission list year-wise/ program-wise	View File	
Any other relevant information	View File	
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	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	View File

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	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

In the academic year 2023, prior to introducing students to the updated curriculum, STIE prioritizes assessing students' readiness and learning needs. The diverse backgrounds of student groups enhance inclusivity in the classroom. The annual Talent Search program allows entry-point students to exhibit their talents,

skills, and capabilities, fostering an understanding of this diversity. Students independently showcase performances to help teachers identify individual strengths and weaknesses, particularly in life skills. To gauge subject knowledge preparation, performance assessments based on content information are conducted. Students receive an entry-point questionnaire to gauge their interest in the course, proficiency in technology, and other essential skills for effective teaching in the 21st century. The college implements various initiatives to enhance student skills and address weaknesses. Content Enrichment Programs prepare students for the curriculum, while specialized courses like the English Grammar Course - Beginners to Pro ready students for school internships by enhancing their language abilities. Additionally, the college provides a range of courses, webinars, lecture series, and expert talks to familiarize students with modern skills. The Teaching Skill Program exposes students to diverse teaching approaches for comprehensive learning experiences.

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

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

All of the above

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

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

Two of the above

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

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	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 for the academic year 2023 is designed to nurture each student's growth as a proficient educator in the modern age. In line with a student-centric approach, lectures are tailored to enhance student engagement and participation in theory classes. An array of interactive activities such as dialogue-based learning, discussion forums, debates, and educational games are incorporated to actively involve students in the learning process. The teaching methodology includes the use of online interactive tools, seminars, and flipped learning to enrich student comprehension. Furthermore, the curriculum embraces the 3 C's Approach, utilizing participatory pedagogies like cooperative and collaborative learning to cater to individual student requirements. Experiential learning opportunities are provided through constructive methodologies, allowing students to effectively explore new concepts. Additionally, there is a focus on field exploration, research, and extension activities to facilitate practical learning experiences. Assessment methods are diversified to encourage students to explore a wide range of information sources, with the integration of online learning platforms to provide enhanced learning opportunities and support students in their development as future educators for the future years.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.sti-edu.in/
Any other relevant information	View File

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

98

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

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	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.sti-edu.in/events.php
Any other relevant information	View File

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' concerns are effectively handled through a structured mentorship program where dedicated mentors are assigned to address individual issues. In instances of more significant challenges, collaborative efforts between teachers and the principal are employed to find solutions. A sense of camaraderie is fostered within two batches as senior peers take on mentoring roles for their junior counterparts, particularly benefiting those who may struggle or be reserved. Encouraging teamwork is pivotal, with group activities serving as a platform to educate students on the importance of collaborative work and event organization that considers the collective well-being. Embracing student diversity is emphasized through personalized one-on-one mentoring sessions complemented by constructive feedback following activities, enabling teachers to cater to the varied needs of their students effectively. Cultivating professionalism is a key aspect of mentorship, where students are guided on appropriate behavior in front of peers and authorities through educational and motivational videos. Moreover, stress management sessions conducted by alumni aim to equip students with strategies to balance the demands of work and personal life. To stay abreast of the evolving landscape of education and life, students are equipped with knowledge of current trends, challenges, opportunities, and prospects through the utilization of online tools and resources, preparing them for the dynamic future ahead.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
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

For the academic year 2023, STIE continues its dedication to customizing the curriculum to cater to students' needs, enhancing and diversifying it for a more comprehensive educational experience. A range of innovative teaching methods is employed to implement the revised curriculum, with a focus on fostering creativity, critical thinking, empathy, and other essential life skills among students. Teachers are committed to personalizing the learning journey by incorporating a variety of activities of different complexities to accommodate the diverse requirements of students, creating a more flexible and student-friendly learning environment. The instructional strategies aim to equip students with the necessary skills for success in the 21st century. The teaching-learning process for the year 2023 will include Problem-Solving, Social Inquiry, Brainstorming, Inquiry-Based Learning, Research Methods,

Experiential Learning, Collaborative and Constructive Approaches, Storytelling, Role-Playing, Discussions and Debates, Cooperative Learning, Blended Learning, Flipped Learning, Self-Learning, and other contemporary techniques focused on holistic student development and future readiness.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning

Ten/All of the above

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													
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Reports and photographs / videos of the activities</td><td>View File</td></tr> <tr> <td>Attendance sheets of the workshops / activities with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Documentary evidence in support of each selected activity</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	No File Uploaded	
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Documentary evidence in support of each selected activity	View File												
Any other relevant information	No File Uploaded												
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Details of the activities carried out during the academic year in respect of each response indicated</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Details of the activities carried out during the academic year in respect of each response indicated	View File	Any other relevant information	No File Uploaded					
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Data as per Data Template	View File												
Details of the activities carried out during the academic year in respect of each response indicated	View File												
Any other relevant information	No File Uploaded												
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	All of the above												

essentially based on subject content
Observation modes for individual and group
activities Performance tests Oral assessment
Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
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

All of the above

Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded
<p>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</p> <p>St. Teresa's Institute of Education ensures a well-planned Internship Programme. The college ensures that student-teachers use a variety of teaching-learning methods in order to ensure an optimum learning level.</p> <p>The methods of teaching comprise of use of various techniques, models and tools of teaching. Student-teachers are made versant with use of technology for assessment and learning. This resulted in student-teachers' enhanced proficiency in handling technology based lessons and creating instructional materials suited for the current</p>	

generation of students.

Through a telephonic 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 instructed 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.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**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**

Five/Six of the above

responsibilities- experience/exposure
Preparation of progress reports

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
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 gratifying and crucial constituent of the B.Ed. course. Students are significantly influenced by this pro-active experience with real-world school setting. Thus, at STIE we seek the utmost learning outcomes through this program. The institution for this reason constantly monitors the internship program.

Teacher educators continually monitor the students' interactions. They discuss observations of the students belonging to their internship group with each other every week. This makes it possible for all teachers to stay up to date on the internship program's activities and undertakings. By guiding students, evaluating their work, providing constructive feedback, and mentoring, teacher educators plays a significant role in the improvement and evaluation of trainees' performance.

All through the course of the program, trainees are meticulously monitored for attendance. Smooth working of the internship program is guaranteed through informal observations and telephonic discussions with school authorities.

File Description	Documents
Documentary evidence in support of the response	View File
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)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
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	View File
Five filled in formats for each of the aspects claimed	View File
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

7

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

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

7

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

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

22

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

132

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

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

In the academic year 2022-23, educators at STIE are dedicated to

advancing their expertise, keeping abreast of the latest skills, trends, and research domains to effectively prepare for the dynamic needs of 21st-century learners. Recognizing the paramount importance of continuous professional development, teachers actively engage in various avenues for growth such as attending Expert Talks, Webinars, Refresher Courses, and Faculty Development Programs. Internal discussions at STIE focus on contemporary developments and educational issues, fostering a culture of ongoing learning and innovation. These dialogues often spark innovative practices like introducing new courses, hosting webinars, organizing expert talks, or creating engaging competitions and celebrations within the institution. Furthermore, educators prioritize knowledge sharing with colleagues and external institutions on pertinent policies and regulations, leveraging insights gained from webinars, expert lectures, and other learning activities to enhance understanding of emerging concepts. In instances where additional resources are required, collaboration with the college librarian ensures access to relevant literature to deepen knowledge on specific subjects. This commitment to professional development is upheld by the institution, with faculty members taking ownership of their continuous growth and learning journey to deliver high-quality education and adapt to the evolving educational landscape.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

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

In the upcoming year 2023, the assessment of students' involvement in academic, co-curricular, and extracurricular activities at the college will continue to be a focal point. Evaluations will be conducted through a diverse range of competitions like Talent Search, Poster Making, E-Module, Miss Education, and Essay Writing, facilitating a holistic assessment of students' overall development. Progress tracking will be emphasized through celebratory events and active participation in organizing campus placements, seminars, talks, workshops, and conferences, showcasing students' growth and performance. Engaging in activities such as the Tech Fluent Course, Heartfulness Education Program, VENTEL Action Plan, and Grammar Course will serve as platforms for evaluating students'

participation and performance during various course activities. Internal assessments for theory courses will encompass evaluations based on class tests, essay tests, and task assignments, supporting students' academic development. The intrinsic practicum component of the B.Ed. course will continue to feature prominently, with students actively engaged in Project Based Courses designed to provide hands-on teaching experiences. Continuous evaluation mechanisms will be in place to monitor students' progress and performance throughout the duration of the 2-year B.Ed. program, ensuring ongoing support and feedback for their professional growth. Detailed information on the activities included in Project Based Courses can be accessed through the provided web link for a comprehensive overview and understanding of the evaluation criteria for the year 2023.

https://www.sti-edu.in/assets/pdf/B.Ed_.pdf on page no. 15

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

**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	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The examination-related grievance redressal mechanism at STIE in the academic year 2022-23 has proven to be effectively operational. STIE prioritizes enhancing the assessment experience for students by ensuring evaluations are student-centric and user-friendly. Students' convenience is a key consideration in test scheduling, and revision classes are readily provided upon request. The smooth functioning of the evaluation process is guaranteed through well-structured exam orientations, comprehensive exam support offered before, during, and after examinations, proactive surveys to understand students' needs, and prompt guidance whenever required. Valuable feedback from students, including their questions and comments, is diligently collected and utilized to enhance the examination system continually. Additionally, challenging situations faced by students are addressed in staff meetings, with necessary support provided to those in need. In exceptional circumstances, personalized assistance is extended to students to ensure a supportive and conducive examination environment.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

In preparation for the academic year 2023, meticulous planning remains a cornerstone for the efficient functioning of educational activities. Anticipating this need, STIE lays the groundwork by creating a detailed academic calendar well in advance. This calendar serves as a roadmap, offering a preview of the forthcoming events and milestones for the academic year. Aligned with the principles of holistic education advocated by Gandhi, STIE integrates internal evaluation as an essential component to foster students' comprehensive development. The academic calendar not only outlines the schedule of activities but also delineates evaluation tasks to incentivize academic excellence among students. By incorporating these activities and assessments into the academic calendar, students are empowered to proactively prepare for upcoming events, aiding them in structuring their study routines effectively.

The meticulously crafted academic calendar at STIE encompasses a spectrum of curricular, co-curricular, and extracurricular engagements throughout the academic year. Significant events such as internships, examination dates, class tests, essay deadlines, mid-term breaks, various competitions, and celebratory occasions are among the many activities strategically included in the calendar. Adherence to the academic calendar is rigorously maintained by both faculty members and administrative personnel, ensuring smooth execution of planned events. Prior to implementation, the academic calendar undergoes a thorough review by the management committee to guarantee its alignment with the institutional goals and objectives. Subsequently, the finalized version of the academic calendar is published on the college website for easy access and reference by students upon management approval.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

A comprehensive compilation of Program Educational Objectives (PEOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) serves as a testament to the outcomes and

achievements of students within the B.Ed. program during the academic year 2022-23. This detailed inventory underscores the institution's commitment to fostering outcome-based learning practices. STIE takes deliberate measures to deliver education through a tailored curriculum that aligns with the specified PEOs, PLOs, and CLOs. These educational objectives and outcomes are meticulously integrated into the curriculum's development, implementation, and assessment strategies.

By strategically incorporating PEOs, PLOs, and CLOs into curriculum planning, STIE optimizes the diverse classroom environment through a rich array of curricular, co-curricular, and extracurricular activities tailored to students' needs. This approach ensures the attainment of desired outcomes associated with the stipulated PEOs, PLOs, and CLOs. Feedback solicited from students at the culmination of these activities serves as compelling evidence of the institution's dedicated efforts to align stated learning objectives with the teaching-learning processes effectively, fostering an environment conducive to holistic student development and achievement.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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

In the academic year 2022-23, the institution's progress towards accomplishing the defined goals associated with Program Educational

Objectives (PEOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) is evaluated through the assessment of students' performance in both internal and external evaluations. By mapping students' performance against these educational objectives, the institution gains insights into its efficacy in achieving the intended outcomes through the teaching and learning processes. This evaluation serves as a mechanism to identify the institution's strengths and areas for improvement in curriculum planning, execution, and evaluation.

Utilizing the data and analysis derived from this mapping process, the institution can effectively gauge its performance in alignment with the stipulated PEOs, PLOs, and CLOs. The actionable insights drawn from these evaluations enable the institution to make informed decisions and implement targeted improvements to enhance the teaching and learning processes further. By leveraging this evaluative framework, the institution can refine its educational strategies, address any identified shortcomings, and optimize its approach towards fulfilling the educational objectives set forth in the curriculum.

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

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

85

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
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.

In the year 2023, talent searches identified areas for student improvement, such as linguistic proficiency and content knowledge. To address these needs, a Grammar Course and content enrichment program were introduced, resulting in enhanced language skills and improved content understanding. Students with technophobia were guided through the Tech Fluent Teachers course to boost their confidence in utilizing technology, transforming them into proficient ICT-enabled educators. Additionally, a Teaching Skills Program was implemented to enhance students' confidence in facing challenges as trainee teachers, leading to successful outcomes in internship programs. Efforts to instill social responsibility and awareness of key issues like inclusion and environmental sustainability were continued through a mix of academic and extracurricular activities. Positive feedback from exit point questionnaires indicated significant progress in fostering social consciousness and responsibility among students.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://drive.google.com/file/d/1HkIPwomKU9wI6OxjV5cOWeXopcMQszls/view?usp=sharing>

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	View File
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 Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
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	View File
Any other relevant information	No File Uploaded

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	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

01

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

13

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

04

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

98

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

98

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
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.

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

The Christmas Outreach Programmesensitized the student teachers towards the needs of underpreviledged sections of the society and contribute to make their Christmas special.

The Beach clean-up drive organized made the students aware of pollution and spread the message of keeping the environment clean.

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

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

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

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

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
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	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic

All of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

St. Teresa's Institute of Education, located in Mumbai, Maharashtra, boasts a lush green campus spread over 2.19 acres, with a built-up area of 1497.48 sq. m.

The institution meets NCTE's requirements with well-furnished, ICT-enabled classrooms, a multipurpose hall, a computer lab, and various resource centers. Additional facilities include offices, separate toilets, storage rooms, and open spaces.

Classrooms feature modern amenities like smart boards, computers, and sound systems. Health and safety measures include CCTV surveillance, biometric systems, and fire safety protocols. The college promotes eco-friendliness with waste segregation and composting machines.

The library houses over 12,317 books and offers automated services through iSLIM software, granting access to thousands of e-resources through NLIST Consortia and providing reprographic and internet facilities.

The computer lab, equipped with 50 desktops, supports teaching and learning activities. Digital platforms like Zoom, Google Meet, and Google Classroom have become integral for remote learning, with the college investing in licenses as when required. They extensively utilize G-Suite, host educational webinars on YouTube, and share activities on their Facebook page and library blog.

For More Details Pls Refer: 1. <https://www.sti-edu.in/college-resources.php>

2. <https://www.sti-edu.in/pdf/detail-of-physical-infrastructure.pdf>

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sti-edu.in/aqar/22_23/criterion4/aqar2022_23_4.1.2_Classrooms-with-ICT-Facilities.pdf
Any other relevant information	No File Uploaded

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

1.57

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

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.

The St. Teresa's Institute of Education (STIE) has upgraded its library management system to iSLIM Library Management Software by Algorhythms. This software automates library processes and provides an interactive user experience. STIE has chosen essential modules such as Acquisition, Cataloguing, Circulation, and Serials.

The Acquisition module facilitates activities from proposal to payment and accessioning, including online user requests, budget management, and vendor interactions.

The Cataloguing module enables smarter and faster record-keeping with customizable templates, auto-population, and MARC standards. Circulation integrates barcodes for efficient issue/return processes and generates reports for understanding library usage.

The iSLIM Serials Control system efficiently manages periodicals, subscriptions, and e-resources, with features like automatic reminders and article indexing.

The iOPAC (Online Public Access Catalogue) provides users with quick access to library resources, allowing for searches, reservations, and access to digital materials. It offers a powerful search engine, saved searches, and book previews.

Overall, iSLIM enhances library efficiency, user experience, and resource management at STIE.

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

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	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

All of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year

(INR in Lakhs)**0.54**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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****50**

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sti-edu.in/aqar/22_23/criterion4/aqar2022_23_4.2.5_Library-Usage-April22-March23-ledger-pgs.pdf
Any other relevant information	No File Uploaded

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	View File
Any other relevant information	View File

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

St. Teresa's Institute of Education is committed to maintaining and improving its ICT facilities for smooth academic and administrative functions. The college boasts a comprehensive array of ICT amenities, including CCTV surveillance, LAN connectivity, and 50 Mbps Wi-Fi network, with regular maintenance provided by ABS Broadband Services and AMC agreements with Cyber Ganesha and Algorithms Consultants Pvt. Ltd.

The institution invests in modern digital equipment like desktops, laptops, printers, and LCD projectors, ensuring regular updates and antivirus installations. E-classrooms are equipped with smart boards, microphones, and internet-enabled computers to enhance teaching and learning experiences. The library provides access to a wide range of e-resources through NLIST subscriptions and employs a barcoding system for efficient transactions.

On social media platforms such as Facebook and YouTube, the college shares updates on its activities. Additionally, it embraces online teaching platforms like Zoom and G-Suite for Education to facilitate remote learning, including webinars, workshops, and online exams, especially during the COVID-19 pandemic. These efforts underscore the institution's commitment to leveraging technology for effective educational delivery and administrative efficiency.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1.49:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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**Two of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.sti-edu.in/ssr/criterion4/4.3.4-video-of-e-content-development-facility.mp4
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.sti-edu.in/ssr/criterion4/4.3.4-links-to-the-e-content-developed-by-the-faculty-of-the-institution.pdf
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

5.46

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

St. Teresa's Institute of Education maintains and utilizes its physical and academic support facilities through various systems and procedures. The library fosters current awareness by displaying new book additions, and providing access to question papers, NLIST, and open-access e-resources via its webpage and blog. Individual user IDs and passwords ensure continuous access to subscribed databases. Orientation programs and hands-on training sessions are conducted to enhance users' utilization of both physical and electronic

resources, including the provision of a book bank for needy students. The library strictly prohibits disruptive behavior like chatting and eating and conducts regular pest control measures. For financial management, Tally software is employed to track transactions. At the start of the academic year, students receive orientation on facility usage protocols, while institute and library rules are accessible through the college handbook and institutional website for reference. These measures ensure effective utilization and maintenance of the institution's resources for academic support.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.sti-edu.in/pdf/4.4.2-infrastucture-utilisation-and-maintenance-policy.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, 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

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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 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

A. All of the above

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

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	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
49	49

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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).

16

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
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 a pivotal body within the college, serving as the primary representative body for all students. Elected through a democratic process, council members take on the roles of office bearers and council members are dedicated to advancing the collective interests and welfare of their peers serving as a crucial link between the student body and the college's administration. Regular meetings of the student council, attended by the principal and faculty, serve as forums for discussing and addressing various issues and challenges faced by students.

Beyond their advocacy role, the student council also plays a key role in organizing and executing various events and activities within the college. This includes the successful planning and execution of events such as National Festival Celebrations, Teachers Day Celebrations, Farewells for Senior Students, and Cultural Activities, often with the active participation and support of the student body at large.

The General Secretary of the student council holds a significant position, as they are a part of the College Development Committee (CDC). In this capacity, they articulate and represent student concerns and opinions, ensuring that student welfare remains a priority during CDC meetings contributing to the overall harmony and efficiency of college operations.

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

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

23

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
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

The Alumni Association of Teresa's Institute is registered and functional. Various activities are organised by the alumni association throughout the year. Alumni judge various competitions held as well as serve as resource persons for various sessions.

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.

Alumni Mentoring:

The mentoring session for the F. Y. B. Ed students was organized at St. Teresa's Institute of Education. The speaker for the session was Mrs Collin Cardoza who was the general secretary of the batch 2002-2003. Another alumnus mentoring session was headed by Ms. Shaniah Rodricks where she shared about her experience of working overseas at the GEMS legacy school. Ms. Roshini Save put the students on tour the Cambridge curriculum providing valuable insights into the working of the schools, their integrated and holistic curriculum, and the interesting examinations through this

mentoring session.

The core aim of the session was guidance for the students in order to prepare interesting, creative lessons and to mentor them about how to plan and implement the lessons and provide guidance to be the best teachers in the future.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
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	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
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

The Alumni Association at STIE serves as a strong pillar of support and guidance for both current students and faculty. Identified by the Principal and faculty for their special talents, alumni are regularly invited to deliver enriching sessions and interact with present students. Their involvement extends to judging various competitions, including the Ms. Education Contest, singing competition, and Intercollegiate Essay Writing and Poetry Competitions, adding value and expertise to these events.

Moreover, alumni actively contribute to the academic environment by conducting workshops and sessions. For instance, an alumnus led a workshop on Orientation to E-Modules, while others shared insights in sessions for the add-on course Tech-Fluent Teachers, showcasing practical online tools and methods for effective teaching. Alumni also play a key role in Model Lessons, demonstrating exemplary teaching practices in subjects like History, English, Maths, and Science, inspiring student-teachers to hone their skills and talents.

Furthermore, the Alumni Association provides invaluable mentoring to current students, offering guidance on various aspects such as delivering online lessons and understanding the workings of different educational boards. Overall, the Alumni Association's engagement significantly enhances the academic and professional development of STIE's students and faculty.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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.

Vision: - STIE stands for "SENSITIVE TOLERANT INNOVATIVE EDUCATION"

Mission: - "Emancipation, Empowerment, and Enlightenment of teachers leading to Excellence in education."

The vision mission statements hold the guiding philosophy of the Institution. The students are acquainted with the prospectus and an orientation programme enables them with numerous chances to achieve our vision statement. The need for prayer and virtues of sacrifice and faith are well portrayed through the morning assemblies. Students voice their feedback that helps them to be open minded and accept the views of others too. Students are encouraged by the staff through personal guidance to do their activities in a creative manner. Peer activities enable the students to create new learning experiences in their internship and theory interactions. STIE being a women's college it works towards liberation and upliftment of women. The events enhance the competence among students. STIE ventures towards the versatile growth of students this results in thinking globally and acting locally. The curriculum is improvised according to the need of the hour and the guidelines given by the University. The prospective plan for the new academic year is presented to the IQAC and CDC for their appraisal. Once approved it is taken forward.

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

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 endorses a philosophy of participate management by involving the staff and students in many activities. The Management and Principal define the plans, events, and rules relating to the activities of the college. These are explained to the faculty and efficiently implemented for the methodical working of the institute.

Decentralization is carried out by the staff members according to their portfolios. They make plans and they have the liberty to organize different programs. They enhance their leadership skills by taking up their responsibilities in various academic, co-curricular, and extra-curricular activities. They cooperate with other institutes, and colleges and are chosen as conveners for organizing conferences, seminars, FDPs and workshops, signing MOUs. The annual budget of the Institute is prepared with the involvement of the clerical staff. They also collaborate with the University and AICTE for different activities. They are involved in carrying out the day-to-day support services for the institution. Regular meetings are held for deliberating the problems and challenging aspects of the institute. Innovative concepts and notions are always valued and acknowledged. The suggestions given are studied 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	View File
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. 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. To ensure administrative transparency, the rules and regulations of the college along with the code of ethics are available on the college website (https://www.stiedu.in/pdf/Code_of_Conduct_for_STIE.pdf) as well as in the students' handbook. The planning and execution of all events and co-curricular activities are done at regular staff meetings to discuss the feasibility of 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 activities such as Theory, Tutorials, Tests and Assignments, practical work, 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. 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	View File
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 Shree Ambika Yoga Ashram to create awareness about Yoga and provide training to the estuent teachers. A Certificate course in Yoga was organized for the stuentns.

Structure of the Course

The course was spread across 45 days, three times a week. On the

very first day Mr. Dave gave a brief introduction on the benefits of Yoga. Each session began with a prayer i.e. the Gayatri Mantra followed by the various asanaas and kriyas.

? Three groups of 15 students performed various asanaas such as utkatasana, bhujangasana and so on along with Surya namaskar. Advanced asanaas were performed by an extremely talented group of students who displayed some advanced yoga asanaas.

? The programme ended with the distribution of certificates and a vote of thanks by DR. Sr. Tanjua Waghmare to Mr. Dave and his entire team

Outcome of the Course

Kapalbhaati, Shitkari, Shitaali and Vayusaars are some of the Kriyas that teach us mindful breathing.

? Bhramamudra focuses on the flexibility of the neck, shoulders and the hands

. ? Vajrasana which is one of the most important aasanas in yoga helps in digestion, improves blood circulation and helps in developing a correct posture.

? The rest of the aasanas such as Tadasana, Chakrasana, Kagasana helps to improve body flexibility and strength.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.sti-edu.in/strategic-plan.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	https://www.sti-edu.in/about-the-college.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

100 - 200 words.

Modern education must build and endorse basic academic skills as well as 21st century learning skills like problem solving, creativity and digital literacy. We also need an organized effort to make education more humane. Hence it is the obligation of every stakeholder of education to revisit and rethink new approaches to teaching, learning and evaluation. The Alumni Committee of S.T.I.E. in Collaboration with Pushpanjali college of Education organised an International webinar on May 06, 2023 was organized with a view to offer all educators a platform to deliberate on a roadmap for education that will help students realize their full potential and contribute to the development of humanity.

Theme: International Webinar on Revisiting Education - Holistic Development through Empowered Minds.

Objectives of the Webinar

1. To rethink education in post-pandemic times in view of the recommendations of NEP 2020 2. To unfold the importance of ICT integration and emerging technologies in education. 3. To encourage research mindedness in order to promote quality in education. 4. To raise awareness about the significance of overall well-being and its impact on education. 5. To deliberate on emerging trends in curriculum, pedagogy and assessment techniques in school education and teacher education.

Outcome:

The research papers were published in an International Journal.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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 nonteaching 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	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
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

06

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
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.

17

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

04

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 selfappraisal 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. Semesterwise results enable the Principal to monitor the teachinglearning 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	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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.	View File
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)

0.37

File Description	Documents
Data as per Data Template	View File
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	View File
Any other relevant information	View File

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.

- 1. Funds from the Management:** The Management generally provides the financial resources from its budgetary allocations whenever needed like the renovation of the college lecture hall.
- 2. 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.
- 3. Sponsored Endeavors:** The institute collaborates with other institutes/NGOs that sponsor various initiatives.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
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 teachinglearning 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	View File
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

17

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sti-edu.in/pdf/IQAC-MINUTES-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://sti-edu.in/quality-assurance.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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 10 functional MoUs with different organizations in the academic year 2022-23. 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. Academic Outreach programmes for in-service teachers, pre service teachers and students:

Following activities were organized as Academic outreach in 2022-23

- International Webinar on 'Revisiting Education- Holistic Development through Empowered Minds.' was organised for teachers on May 06, 2023 in collaboration with Pushpanjali College of Education.
- TET Preparation Course for CCR Sisters was organised from August 2022- May 2023
- Workshop on Maharashtra B.Ed. CET 2022 on August 05, 2022 was organised for B.Ed aspirants.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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- on affordable energy services, the college has framed the Energy Policy Document of the Institution emphasizing energy conservation as a top priority. All directives prescribed are duly followed by the stakeholders. The lecture hall has LED lights along with Reflectors to reduce power consumption. The normal induction fans have been replaced with energy saving fans which use Brushless Direct Current. Labeling switchboards and mounting sign boards instructing switching off devices when not in use reduces unnecessary wastage of electricity. The quarterly Electricity bill indicates the usage of electricity was judicious. The stakeholders cautiously use electrical appliances like lights, fans, computers, printers, microwaves, LCDs and other digital resources. Since 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 College pledged its commitment to Sustainable Development on May 15, 2023, celebrating the Green Theme 'From Energy to Synergy for a Sustainable Tomorrow'. The Energy Audit report shows a graph of the annual electricity usage to ensure that power consumption levels are adequately monitored and maintained. Suggestions made in the Green Audit Report have been implemented.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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 framed the Waste Management Policy Document. It collaborated with Ekonnect Knowledge Foundation for the Organic Composting Project on the Campus. Organic waste of the 4 Institutions was successfully composted and used to generate compost which was used as a fertilizer for the green cover. The 4 Bin Approach of waste management was adopted for the segregation of dry waste wherein the waste collected was donated to Sampurna (e)arth Environment Solutions Pvt. Ltd. and awarded green points in return. 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 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. 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	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The clean and green campus of the Institution is a refreshing sight to behold for all who enter its portals. The trees identified as a part of the Tree Landscaping activity were labeled by the students of the Science Club with important information/fun facts about each tree promoting a green learning experience for students of the 4 institutions located on the campus. On April 1, 2023 a Tree Information Board was installed at the entrance to year mark the Golden Jubilee Celebrations. 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. Students also made creative butterfly feeders which were placed all over the campus. 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	View File
Any other relevant information	View File

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	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

11,94,008

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

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. **Group Mentoring Sessions:** This was conducted by Alumni to share their success stories and provide need-based and mentoring such as exams and multitasking.
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 the community.
4. **Curriculum Enrichment Activities:** A series of online/offline sessions, workshops and courses were conducted by experts/ resource persons hailing from reputed organizations in different areas of expertise from across the city and overseas.
5. **Environment Initiatives:** This included Beach Clean-up Drive, Make a Difference Week Celebrations and workshops on Green Themes such as 'Waste it or Invest it' and 'From Energy to Synergy'.
6. **Certificate Courses:** A number of these were conducted to orient and train pre-service and in-service teachers to the content of the TET, Language proficiency and Technology Skills and Digital literacy.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	B. Any 3 of the above
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

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

Please click on the below link for an elaborate description of Best Practices:

Best Practice Title 1: English Grammar Pro Beginner to Advanced

Best Practice Title 2: Tech Fluent Teachers Course

Best Practice Link:https://sti-edu.in/aqar/22_23/criterion7/aqar2022_23_7.2.1_best_practices.pdf

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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 many Environmental Endeavours:

The Organic Composting Project: In collaboration with RUR Greenlife Pvt.Ltd. and Ekonnnect Knowledge Foundation, the organic composting project was conducted to process waste into compost which was used for enhancing the extensive green cover.

Tree Labeling Campaign: This activity was conducted by students of the Science Club wherein 36 species of trees were labeled providing important information and fun facts about each tree.

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 Sampurna(e)arth for E-waste collection and dry waste segregation.

Green Webinar: On 'From Energy to Synergy for a Sustainable Future'

Policy Documents: Were framed for Energy, Water and Waste Management in keeping with the SDGs

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File