



YEARLY STATUS REPORT - 2023-2024

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. | | 022-26490252 |
| • Mobile No: | | 9820588948 |
| • Registered e-mail ID (Principal) | | stie73@gmail.com |
| • Alternate Email ID | | dr.giselledsouza@gmail.com |
| • Address | | S V Road Santa Cruz West |
| • City/Town | | Mumbai |
| • State/UT | | Maharashtra |
| • Pin Code | | 400054 |
| 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) | 9076000252 | | | | | | | | | |
| • Mobile (IQAC) | 9090436358 | | | | | | | | | |
| • IQAC e-mail address | stieiqac@gmail.com | | | | | | | | | |
| • Alternate e-mail address (IQAC) | cindrella.d@sti-edu.in | | | | | | | | | |
| 3.Website address | https://sti-edu.in/index.php | | | | | | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://www.sti-edu.in/pdf/AQAR-22-23.pdf | | | | | | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.sti-edu.in/assets/calendar/academic-calendar-2023-24.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 | 03/09/2015 | | | | | |
| Cycle 3 | A | 3.26 | 2016 | 17/03/2017 | 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/PMMMNMNTT etc. | | | | | | | | | | |
| | | | | | | | | | | |

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|--|--------|---------------------------|-----------------------------|--------|
| NIL | N.A. | N.A. | 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) | | | | |
| <p>1. 4th Cycle of Accreditation was successfully completed with an A grade (CGPA 3.23) in December 2023. 2. A State Level Seminar on 'Transcending the Boundaries of Classroom Education: Navigating through the Changing Landscape', was organised on April 12, 2024. 3. A National level webinar on 'Artificial Intelligence and Machine Learning Applications in Libraries and KRCs' was organised on Sept 15, 2023. 4. A session on 'Ethical Hacking and Cyber Security' was organised on Oct 07, 2023 5. Certificate course on Mental Health First Aid programme was organised on Jan 16-18, 2024.</p> | | | | |
| 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 | | | | |
| Please refer to the link provided. | https://sti-edu.in/pdf/Plan-of-action-2023-24.pdf | | | | |
| 13. Whether the AQAR was placed before statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <td>Name of the statutory body</td><td>Date of meeting(s)</td></tr> <tr> <td>College Development Committee</td><td>20/12/2024</td></tr> </table> | | Name of the statutory body | Date of meeting(s) | College Development Committee | 20/12/2024 |
| Name of the statutory body | Date of meeting(s) | | | | |
| College Development Committee | 20/12/2024 | | | | |
| 14. Whether institutional data submitted to AISHE | | | | | |
| <table border="1"> <tr> <td>Year</td><td>Date of Submission</td></tr> <tr> <td>2023-24</td><td>03/01/2025</td></tr> </table> | | Year | Date of Submission | 2023-24 | 03/01/2025 |
| Year | Date of Submission | | | | |
| 2023-24 | 03/01/2025 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| <p>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.</p> | | | | | |
| 16. Academic bank of credits (ABC): | | | | | |
| <p>The institute studies the guidelines of UGC, State Government and University of Mumbai about the Academic Bank of Credits regularly (ABC) updates faculty about the same. The institute has initiated the process for the Academic bank of credits for students. The students were oriented to the procedure to open the digiLockers. Students who had difficulties with opening the DigiLockers were guided for the same. Data regarding the ABC ID of the students is collected by the institute and the same is sent to the University.</p> | | | | | |

17.Skill development:

A range of different programmes/activities/courses were conducted in the academic year 2023-24 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. 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)

Following programmes were organised to enrich the students with the knowledge of Indian Knowledge System and its significance. 1. An Add-on Course on YOGA was organised for F.Y. B.Ed students. 2. Hindi Divas celebration enlightened the students about the importance of this language as well as the contribution it has made to Indian literature. 3. Marathi Bhasha Divas and Marathi Bhasha Pandharvada celebrations provided opportunities to showcase Maharashtrian culture through drama, dance, costumes, literature, etc. 4. Workshop on 'Techniques of Vedic Mathematics' acquainted the students with the various techniques to solve Maths problems in a quicker and easier way and highlighted the contribution by India in the field of Mathematics. 5. VENTEL course provided opportunity for the students to explore Indian culture through various activities and assignments.

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 (PEOs), 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:

Online self study course are undertaken by the students very year to upgrade their skills and knowledge. Some of the studnets have enrolled for their maters degree in distance mode. Number of sessions are organised in online mode for the studentys. 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

97

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 | 48 |
| Number of outgoing / final year students during the year: | |
| File Description | Documents |
| Data Template | View File |
| 2.5 | 47 |
| Number of graduating students during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.6 | 50 |
| Number of students enrolled during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.Institution | |
| 4.1 | 1356543 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | 67 |
| Total number of computers on campus for academic purposes | |
| 3.Teacher | |
| 5.1 | 6 |
| Number of full-time teachers during the year: | |
| | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |
| Data Template | No File Uploaded |

| | |
|--|---|
| 5.2 | 7 |
| Number of sanctioned posts for the year: | |

| |
|---|
| Part B |
| CURRICULAR ASPECTS |
| 1.1 - Curriculum Planning |
| <p>1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words</p> <p>The institute has a constant in-house practice of designing the curriculum each year.</p> <p>The CDC and IQAC committees of the college play a key role in proposing novel endeavours to enhance the curriculum. These ideas are tailored as per the requirement and adopted by adding new teaching methodologies, courses, workshops, activities etc.</p> <p>The requirements and recommendations of the employers and practice teaching schools acquired from the feedback collected are reflected upon to review the prevailing activities if necessary or design new events/practices.</p> <p>Alumni, through their suggestions and contribution in activities organized for student-teachers help in planning, revising and enriching the curriculum. The existing activities are reviewed and adapted as per the feedback obtained from the students.</p> <p>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.</p> <p>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.</p> |

| 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

| 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 |

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

A. All of the Above

students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

| 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

5

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

5

| 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

97

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

97

| 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

91

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

91

| 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.

The B.Ed. curriculum is such that every subject, in its content,

provides for developing knowledge, skills, values, and attitudes required to become progressive and vibrant teachers. At the institutional level, proper transaction and contextualization of the subject content through various teaching-learning activities, talks, workshops, etc. are ensured. Focus is laid on articulate acquisition of knowledge to ensure optimum development as teachers.

The Institution ensures capacity building vis-à-vis knowledge of school subjects and skill development through Content Enrichment Activity, Courses on English Grammar, Technology, vocational education, sensitization toward social and affective issues, etc. Students are exposed to various boards of education by organizing a 'Big Five Talk Show' wherein they are introduced to various aspects related to different boards of education.

Enriched with the knowledge that emerged from various capacity-building programs organized, the students participated in community work wherein they taught the students of NGOs and schools. The technological and course-related knowledge gained also opened up avenues for the students to create E-Modules, etc.

The skills and competencies gained in terms of cognitive, affective, and psychomotor domains empowered the students to participate in various inter- and intra-collegiate competitions and 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 30th September 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.

The Alumni working abroad and in different states are frequently invited to share their comparative perspectives. 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: courses like English Grammar Pro-Beginner to Advanced, Tech Fluent Teachers, VENTEL etc.

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

Students were empowered with the knowledge of various boards by organizing the 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 'Annual Research Paper Reading Session' 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 and Christmas Outreach Programme at various centres like Holy Cross home for Senior Citizens, Snehasadan, Bosco Boys Welfare Society.

| 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 processed and action is taken; feedback

Feedback collected, analyzed, action taken and available on

process adopted by the institution comprises the following

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 STIE, it is essential to assess students' readiness and their learning requirements prior to introducing them to the new curriculum. Each group of students offers diversity, thereby enhancing the inclusivity of the classroom. To grasp this diversity, students are presented with the chance to demonstrate their talents,

skills, and capabilities through the programme - Talent Search at the beginning of each academic year. This initiative aids educators in identifying students' strengths and weaknesses concerning life skills. To assess their readiness regarding content knowledge, performance tests based on content knowledge are conducted. To evaluate their interest level in the course, their ICT skills, and other skills necessary for being an effective 21st-century teacher, an entry-point questionnaire is administered. To enhance students' skills and assist them in addressing weaknesses, the college undertakes various measures. Through the Content Enrichment Programme, students are trained in the content area. The specially designed course 'English Grammar Course - Beginners to Pro' aids students in enhancing their linguistic abilities, subsequently equipping them for school internships. To familiarize students with 21st-century skills, the college arranges a variety of courses, webinars, lecture series, and expert talks. Additionally, students are introduced to numerous teaching techniques via the Teaching Skill Programme.

| 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.

At STIE, diverse teaching methods are employed in the curriculum with the aim of developing each student into an exceptional teacher for the 21st century.

Student-centric lectures: In theory courses, instructors implement a range of activities that promote maximum student participation, thereby placing learners in active roles. These learning methods encompass - dialogue-based learning, discussion forums, brainstorming, debates, mock interviews, reflective practices, research-focused learning, educational games and quizzes, correlational techniques, utilization of online interactive applications to engage students and evaluate their understanding, seminar presentations, flipped learning, and the incorporation of videos, films, and other educational materials.

3 C's Approach: To deliver the curriculum, instructors tailor learning experiences for students through participatory teaching methods such as cooperative and collaborative learning. The application of constructive strategies provides opportunities to discover innovative ideas, subsequently guiding students into experiential learning environments.

Field exploration, research and extension: The implementation of the curriculum through virtual tours and promoting fieldwork-based course projects is highly valued in the educational process. Students are involved in research activities to grasp course material.

Varied assessment strategies: The coursework and assignments are adapted so that students can investigate multiple sources of

information. Furthermore, extensive use of online learning platforms creates new opportunities for student learning.

| 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

6

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| 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

97

| 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

Five/Six of the above

| activities Field sports | |
|--|---|
| 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 |
| <p>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</p> <p>At STIE, the assigned mentor members address the problems faced by students. In the event of significant challenges, teachers together with the principal are involved to resolve the issues. Mentoring by senior peers fosters a strong bond between the two cohorts. Mentoring among the same group of students assists weak and extremely shy individuals.</p> <p>Working in teams: Group activities are organized to make students aware of the significance of collective efforts and collaboration. This aids students in smooth functioning while planning and organizing celebrations and other events in a harmonious environment.</p> <p>Dealing with student diversity: Beyond the constructive feedback provided after each activity, one-on-one sessions are scheduled which assist teachers in addressing diversities, and this serves as one of the effective methods in mentoring students.</p> <p>Conduct of self with colleagues and authorities: Mentors utilize educational and motivational videos to instruct students on good conduct with colleagues and authorities.</p> <p>Balancing home and work stress: Alumni organize mentoring sessions where students receive guidance concerning the challenges they</p> | |

encounter in balancing home and work stress.

Keeping oneself abreast with recent developments in education and life: Through the use of online applications and other resources, students are informed about the latest trends in education, the opportunities, challenges, and threats that lie ahead. This equips them for the future.

| 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 | View File |

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

STIE consistently exerts optimal efforts to contextualize the curriculum according to students' requirements, thereby enriching it and making it more comprehensive. This revised curriculum is implemented through a variety of teaching methods. Consequently, the curriculum implementation seeks to foster creativity, innovation, intellectual capabilities, critical thinking skills, empathy, life skills, and more among students. Considering the diverse

requirements of learners, educators strive to tailor the learning process by employing a range of activities that differ in form and complexity. Therefore, the teaching-learning process is designed to be adaptable and more child-centered.

The teaching strategies and methodologies employed focus on developing 21st-century competencies. Some of the methods utilized in the teaching-learning process include Problem Solving, Social Inquiry, Brainstorming, Inquiry-Based Learning, Research Methods, Experiential Learning, Collaborative and Constructive Techniques, Storytelling, Role Plays, Discussions and Debates, Cooperative Learning, Blended Learning, Flipped Learning, Self-Learning, and more.

| 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)

All 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 | View File |

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching

Ten/All of the above

and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

| 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 |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | 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 essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

| 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 Executing/conducting the event

All of the above

| 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 |

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

The internship program was explained to the principal and the supervisor of the selected schools through a telephone call and personal meeting. Detailed orientations were arranged in time for the students, during which the students were guided on the format of the lesson plan, checklist submission, preparation of the timetable for internship, classroom etiquettes to be followed, parameters on which the students were to be assessed, and the grading pattern. The college teachers, school teachers, teacher-trainees briefed the students at regular intervals about their roles and responsibilities in the internship programme. Performances of the students were evaluated by the activities prescribed at the university level. Similarly, on-time feedback of some lessons was also provided through Google Forms, checklists, and oral feedback. Feedback on other assignments was provided on the Google Classroom platform. Apart from this, it was on participation in other activities done in internship programmes asked by the schools.

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

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | 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

48

| 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 responsibilities- experience/exposure
Preparation of progress reports**

Seven/Eight of the above

| 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 most enjoyable and important part of the B.Ed. course is the internship program. This practical exposure of teaching into real school setup influences the students immensely. Hence, in STIE, we seek for this program to get the best learning outcome, and to ensure this, the internship program is taken regular updates of.

Teacher educators always observe the interactions by students. They talk about the observations of their group students with one another one time each week. This way, all the teachers can easily remain

aware of the events taking place within the internship program. Through guiding students, evaluating their work, providing constructivist feedback, mentoring, the teacher educators become important providers of scaffolds for the enhancement and assessment of the trainee's performance.

Attendance is monitored strictly during the program, and the smooth working of the internship program is guaranteed. Informal observations are done and telephonic discussions with the school authority are held.

| 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

6

| 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

6

| 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

19

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

115

| 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

Considering the necessity and importance of professional development, teachers at STIE strive to enhance their knowledge, familiarize themselves with the latest skills, trends, and research areas, and prepare themselves for 21st-century learners. This is achieved by participating in Expert Talks, Webinars, Refresher Courses, and Faculty Development Programmes, among others.

Internal discussions on contemporary developments and issues in education: At STIE, teachers engage in conversations about current events - which can range from minor news related to education to major discussions on NEP and ITEP plans. These discussions frequently lead to innovative practices, such as the development of new courses, webinars, expert talks, or some creative competition or celebration.

Disseminate information with colleagues and other institutions on policies and regulations: The knowledge acquired from various webinars, expert talks, courses, etc. , is exchanged among each other for a better grasp of newly introduced concepts. If necessary, the college librarian is consulted for the purchase of relevant books on the same subject.

Hence, the college guarantees, and the faculty assumes responsibility in the realm of professional development.

| 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

At the college level, students undergo continuous evaluation through curricular, co-curricular, and extracurricular activities. Their all-round development is assessed by organizing competitions such as Talent Search, Poster Making, E-module, Miss Education, Essay Writing, Career Module, etc. In addition, students' progress is carefully monitored through various celebrations, and their performance is reflected in the planning and execution of different events like seminars, talks, workshops, conferences, campus placements, etc. They are also evaluated based on their active participation and performance during various course activities organized for them, including the Tech Fluent Course, VENTEL Action Plan, Yoga Course, and Grammar Course. For theory courses, students are internally assessed at the prescribed level using the following methods- • Class test • Essay test • Task/Assignments. Additionally, students' performance is evaluated during the activities conducted throughout the teaching-learning process for their growth and progress. The B. Ed. course, being a teacher training program, entails a significant amount of practicum work, which is outlined in Project Based Courses. The 2-year B. Ed. program comprises 4 Project Based Courses. Continuous evaluation of students occurs here as well for their performance. The specifics of the activities included in these Project Based Courses can be found at the web link [https://www.sti-edu.in/assets/pdf/B. Ed_. pdf](https://www.sti-edu.in/assets/pdf/B_Ed_.pdf) on page no. 15.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | 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

Yes, at STIE, the grievance redressal mechanism concerning examinations is effectively operational. STIE invests significant effort in making assessments approachable for students. The timing of tests is arranged according to the convenience of the students. Upon request, revision classes are conducted. Timely organized exam orientations, along with exam support offered before, during, and after examinations, surveys carried out to understand students' needs during exams, and guidance available whenever necessary, contribute to the smooth operation of the evaluation process. Students' questions and feedback are collected and utilized to enhance the examination system. In certain special cases, students' challenges are discussed in staff meetings, and the necessary assistance is provided to those in need.

| 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.

The effective operation of the academic year relies on organized planning. For this reason, an academic calendar is developed prior to the commencement of the new academic year. It provides an overview of the events planned for the upcoming academic year.

STIE adheres to Gandhian principles that emphasize the holistic development of students through education. Consequently, internal evaluation becomes integral to this objective. To offer students an equal opportunity to achieve good grades, the activities and assessment tasks are incorporated into the academic calendar. This aids students in organizing their study plans and also prepares them physically and mentally for forthcoming events.

The academic calendar created at STIE is detailed in its scope. It encompasses curricular, co-curricular, and extra-curricular events slated for the academic year. A few key examples include internship opportunities, exam dates, class test and essay scheduling, mid-term breaks, various competitions, celebrations, and more. The principal, along with faculty members, makes certain that the established academic calendar is strictly followed.

Prior to the implementation of the academic calendar, it is submitted to the management committee for evaluation. Once it receives approval from management, the finalized academic calendar is published on the college website for student access. The web link for the academic calendar for the year 2023-24 is <https://www.sti-edu.in/assets/calender/academic-calendar-2023-24.pdf>

| 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.

Comprehensive list of PEOs, PLOs and CLOs illustrates the outcomes of the B. Ed. programme concerning students' accomplishments and learning results. This demonstrates the institution's commitment to Outcome Based Learning.

The institution places significant emphasis on delivering education through a contextualised curriculum that aligns with the defined PEOs, PLOs and CLOs. The development of the curriculum, the methods employed to deliver the curriculum, and the assessment strategies applied are designed in line with the PEOs, PLOs and CLOs.

Diverse curricular, co-curricular and extracurricular activities arranged for students allow the institution to effectively leverage the variety within the classroom and achieve the intended outcomes related to the specified PEOs, PLOs and CLOs.

Students' feedback collected at the conclusion of these activities serves as evidence of the institution's initiatives in ensuring the alignment of the specified PLOs and CLOs with the teaching and learning process.

| 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

Students' performance in the internal and external assessment is mapped to determine the institution's position regarding the accomplishment of the outlined goals concerning PEOs, PLOs, and CLOs during the teaching-learning process. This mapping is subsequently examined to assess the institution's strengths and weaknesses related to its curriculum design, implementation, and assessment. The analyzed information is utilized by the institution for ongoing improvements.

| 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

83

| 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.

Through talent search, it was noted that a few students lacked proficiency in linguistic skills. This need was recognized, and a Grammar Course was organized for them, which aided in enhancing their linguistic skills. Performance tests administered according to students' methods revealed several instances of poor content knowledge. To tackle this issue, a content enrichment program was devised for students. The re-test conducted indicated significant improvement in the students' content knowledge and comprehension. Through mentoring sessions, it was noted that some students experienced anxiety regarding technology. This technophobia was confronted by introducing them to the course in technology - Tech Fluent Teachers. This initiative transformed students into ICT-capable teachers. It was also noted that students were apprehensive about-facing other students as trainee teachers. Therefore, to enhance their confidence, the institution organized a Teaching

Skills Program. This program boosted their confidence, which was evident in their performance during internship programs. The entry point questionnaire indicated a lack of awareness among students regarding inclusion, environmental sustainability, gender equality, and a disregard for social responsibility. These concerns were approached through curricular, co-curricular, and extracurricular activities. Students' feedback in the exit point questionnaire demonstrates evidence of positive outcomes in this area.

| 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/1148zBo0n4Eo4xCa0WpVG3ohBbpbAz20G/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

00

| 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)

00

| 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 | View File |
| 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 | View File |

3.2 - Research Publications

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

00

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

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

9

| 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 | No File Uploaded |

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

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

97

| 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

97

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

97

| 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 | View File |

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.

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

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | No File Uploaded |
| 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

06

| 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 | View File |

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice 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

Five/Six of the above

| 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 | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

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/agar/22_23/criterion4/agar2022_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)

3.64138

| 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) | | |
| 0.88307 | | |
| 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 | | |
| 47 | | |
| | | |

| 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 | View File |

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

Three of the above

| 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

2:1

| 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 | View File |

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

Three 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 | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | https://www.sti-edu.in/ssr/criterion4/4.3.4-video-of-e-content-development-facility.mp4 |
| Any other relevant information | View File |

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)

7.78

| 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 | View File |

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 | | | | | | | | | | | | |
| <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>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td><td>View File</td></tr> <tr> <td>Photographs with date and caption for each initiative</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 | 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 | |
| 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 | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table> | File Description | Documents | Geo-tagged photographs | View File | Any other relevant information | View File | | | | | | | |
| 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 | A. All of the above | | | | | | | | | | | | |

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | 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 | No File Uploaded |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

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

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 40 | 47 |

| 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).****14**

| 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 | No File Uploaded |

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**19**

| 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

15

| 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. Ms. Shanaya Rodrics form GEMS ,Dubai oriented about CBSE board. Another alumnus mentoring session was headed by Ms.AlaineRebello, where shared about her experience of working overseas at the GEMS legacy school. Ms.Alaine Rebello conducted a workshop.Ms. Blossom pereira emphasised non how to prepare reflective journals for internship programme. Riya D'Costa, Mrunal Manjarekar, Melita D'Souza, Alisha Fernandes guidedcore 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

01

| 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 | View File |

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

Vocational Education Nai Talim Experiential Learning (VENTEL) activities were introduced to S.Y.B.Ed. students. This programme was carried out in collaboration with Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. The activities planned as part of this initiative were divided into four areas - Vocational Education, Self-Reliance, Swachhata and Health and Community Engagement/Field Engagement.

Total 60 hours were allocated for this course which included 12 sessions of 1 hour 30 minutes each, 12 assignments, Celebration of National/International Days and Expert talks in experiential learning. Initially students were oriented to this plan by Dr Joan Lopes and Dr Reshma Rodrigues. They were also trained in creating the concept maps and lesson plans based on the principles of experiential learning. The entire class of 48 students were divided in 12 groups. Each group had 4 students each. The groups were told to select their activities and prepare a PowerPoint Presentation, lesson plan, concept map and a video on their selected activity. Each group was allocated a time slot during which they trained other students in their activity. Other students were then asked to prepare the articles and upload the images of the same on the assignment created.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://sti-edu.in/pdf/Strategic-Plan-2023-24.pdf |
| 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://sti-edu.in/about-the-college.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and

All of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

| 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.

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 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 seminar and Workshop committee organised a State Level Seminar on 'Transcending the Boundaries of Classroom Education: Navigating through the Changing Landscape' on April 2024.

| 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

5

| 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.

8

| 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 | No File Uploaded |

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

4

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | 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)

0.10

| 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 | View File |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | No File Uploaded |
| 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 | No File Uploaded |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC cell was established in 2003. It comprises experts from different fields. Regular meetings are conducted with a planned agenda to discuss significant activities and their implementation.; At the start of the year there is a meeting to discuss prospective and perspective plans projecting long-term and short-term goals. The objectives and intended outcomes of each activity are explained by the faculty members and reviewed by the committee. Initiatives once discussed and approved are executed. Student and stakeholder feedback is obtained at the end of each activity, summarised, graphically represented, and shared with the committee at the subsequent meeting. Suitable modifications are then made based on feedback from IQAC members. In this manner, the quality benchmark is continuously raised yearly.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | View File |

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 | View File |

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

16

| 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 | View File |

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

Four of the above

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://sti-edu.in/pdf/mintues-of-meeting-IQAC-23-24.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://sti-edu.in/pdf/AQAR-22-23.pdf |
| 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 4rd cycle of NAAC Accreditation and Assessment in Dec 2023. Following are the two areas in which the college has achieved incremental improvements since the previous accreditation.

1. A State level Seminar on 'Transcending the Boundaries of Classroom Education- Navigating through the Changing Landscape: State Level Seminar for Secondary School Teacher's of CCR Schools (April 12, 2024)' in offline mode was conducted on April 12, 2024. It was a forum for networking with the all the 4 educational institutions on the campus and empowerd the teachers with the knowlegdge and skills pertaining to contemporary themes relevent to the needs of our times.

2. In keeping with the suggestion of the 4th accreditation cycle regarding the Documentation and feedback tools, the process has been systematized. Detailed event reports with objectives, resourec persons, participant's information, methodology usedand outcomes are prepared and upoladed in adrive folder s[pecially created for the purpose. Stakeholder feedback is obtianed, analysed and shaed with the CDC and IQAC members at the meetings, deliberated upon and measures for improvement implemented.

| 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.

The Energy Policy Document of the Institution emphasizes energy conservation as a main concern and has been framed in keeping with SDG Goal 7 which stresses on affordable energy services. All norms recommended therein are conscientiously upheld by the stakeholders.

The lecture hall has LED lights along with Reflectors installed to lower power consumption. The normal induction fans in all rooms have been replaced with energy saving fans which use Brushless Direct Current. Labeling switch boards and mounting sign boards instructing switching off of devices when not in use reduces excessive wastage of electricity. The quarterly Electricity bill indicates the usage of electricity was prudent. The inmates vigilantly 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, Conference room and Staff room have air conditioners installed. The Energy Audit report shows a graph of the annual electricity usage to ensure that power consumption levels are adequately monitored and maintained. Suggestions made in the Green Audit Report have been appropriately implemented. Efforts are being made to install Solar panels for further conservation of energy.

| 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.

The Waste Management Policy Document of the Institution focuses on SDG 12- 'Sustainable Consumption and Production Patterns'. STIE networked with Ekonnnect Knowledge Foundation for the ongoing Organic Composting Project on the Campus. Organic waste of the 4 Institutions was successfully composted and used to generate fertilizer. The 4 Bin Approach of waste management was adopted for segregating 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. 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 and 2824 recycled Tetra pak cartons were donated to them. The college is a 'Plastic Free' Campus and the indiscriminate use of plastic by stakeholders is strictly prohibited. Global Recycling Day was celebrated on 18th March 2024 by launching Plastic Recycling initiative for Managing the Environment and 12 kgs of

empty plastic bottles were collected and donated to RUR GreenLife Private Limited.

| 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 Institution's pristine and environment-friendly campus offers a rejuvenating view to anyone who treads upon its green trail. The Green Cover is labelled with interesting trivia about each tree, for the benefit of students, inmates and guests visiting the campus. A Tree Information Board installed at the entrance provides an insight into the 36 different species of trees spread across the property. The grounds are kept spotless by a dedicated team of support staff, and the institution is always working to become more sustainable, providing a habitat for various bird species and plants. The campus also recycles dry leaves from the trees into compost. Clean-up events are held during 'Make a Difference Week', organized by the Environment Club. Bird and butterfly feeders made by students are placed among the shrubs to attract a variety of birds and butterflies which nest in them. The college grounds are cleaned twice daily. The institution encourages students and faculty to carpool and Green Assemblies are held annually to raise awareness and encourage everyone to reduce their carbon emissions, thereby helping to decrease pollution. The students engaged in a Beach clean-up Drive to alert them to their role as Green Warriors to safeguard the planet.

| 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

Four 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)

6,95,254

| 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

- The Big Five Talk-show:** This Annual International Webinar was conducted by a panel of 5 alumni holding prestigious positions in different school both local and global. This oriented students to the educational policies, practices and trends in schools affiliated to different board types and utilizes resourcefulness of alumni.
- Environmental Endeavours:** In the Go Green with Tetra Pak Campaign the students collected empty tetra paks donated by school students during internships sensitising them to their role in judicious recycling of waste. Plastic recycling Initiative was launched on Global Recycling Day also helped to sensitise faculty/students of the 4 institutions on the campus to recycling.

3. **Outreach:** Students served at Community Work Centres to reach out to slow/deprived learners and mentally challenged children thus extending their service to 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 across the city and abroad. This led to the holistic development of head-hand-heart.
5. **Campus Interview Programme:** It was conducted for the teacher-trainees by providing opportunities for them to be recruited by schools in India and overseas. Alumni serving in these schools also shared their success stories.

| 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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | 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: STIE's Creative Creators' Club

Best Practice Title 2: Certificate Course in Yoga

Best Practice Link:https://sti-edu.in/aqar/23_24/criterion7/aqar2023_24_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 organized a series of need-based Courses/activities

for Curriculum enrichment titled as 'Heed the Need Programme':

The Ms. Education Contest conducted annually by the college trained student-teachers in critical/creative thinking by exposing them to practical situations encountered by teachers in real life situations. This helped to develop skill-sets of the 21st century as emphasized by NEP 2020.

The Tech Fluent Teachers Course (Based on SDG-9) introduced trainees to a plethora of software and apps to enhance their teaching making their lessons interactive, engaging and creative.

The Annual English Grammar Pro Beginner to Advanced course helped trainees to improve their linguistic proficiency in English and communication skills.

The Electronic Information Literacy Course helped trainees in the use of digital resources enabling them to access, evaluate, and use electronic resources for educational purposes and teaching profession.

The VENTEL Programme (based on SDG-4 emphasizing vocational training) trained students in vocational activities helping them to earn while they learn.

The Annual Big Five symposium oriented student-teachers to the educational policies, practices and assessment patterns in schools affiliated to different boards and utilized resourcefulness of alumni.

The Make a Difference Week sensitised students to their role in environmental conservation through a myriad eco-friendly activities.

| 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 |