

ST. XAVIER'S INSTITUTE OF EDUCATION

**Annual Quality
Assurance Report**

(2014 – 2015)

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

AQAR for the year (for example 2013-14)

2014 – 2015

I. Details of the Institution

1.1 Name of the Institution

St.Xavier's Institute of Education

1.2 Address Line 1

40 A, New Marine Lines

Address Line 2

Opp. State Bank of India

City/Town

Mumbai

State

Maharashtra

Pin Code

400 020

Institution e-mail address

sxieinfo@gmail.com

Contact Nos.

022 - 22014666

Name of the Head of the Institution:

Dr. Sybil Thomas

Tel. No. with STD Code:

022 - 22078491

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHCogn 18879)

OR

1.4 NAAC Executive Committee No. & Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A+		2004	5
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011))

- i. AQAR 2009 – 2010 submitted to NAAC on 03/03/2015
- ii. AQAR 2010 – 2011 submitted to NAAC on 03/03/2015
- iii. AQAR 2011 – 2012 submitted to NAAC on 03/03/2015
- iv. AQAR 2012 – 2013 submitted to NAAC on 03/03/2015
- v. AQAR 2013 – 2014 submitted to NAAC on 26/09/2015

1.9 Institutional Status

University State ☒ Central ☐ Deemed ☐ Private ☐

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☒ UGC 2(f) ☒ UGC 12B ☒

Grant-in-aid + Self Financing ☐ Totally Self-financing ☐

1.10 Type of Faculty/Programme

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☒ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

1.11 Name of the Affiliating University (for the Colleges)

University of Mumbai

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University	----		
University with Potential for Excellence	----	UGC-CPE	----
DST Star Scheme	----	UGC-CE	----
UGC-Special Assistance Programme	----	DST-FIST	----
UGC-Innovative PG programmes	----	Any other (<i>Specify</i>)	----
UGC-COP Programmes	2 Short Term Courses on Mentoring		

2. IQAC Composition and Activities

2.1 No. of Teachers	08 teachers + 01 librarian
2.2 No. of Administrative/Technical staff	01
2.3 No. of students	03
2.4 No. of Management representatives	01
2.5 No. of Alumni	02
2. 6 No. of any other stakeholder and Community representatives	02
2.7 No. of Employers/ Industrialists	01
2.8 No. of other External Experts	01
2.9 Total No. of members	20
2.10 No. of IQAC meetings held	02

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes ☒ No ☐

If yes, mention the amount

Rs. 4 lakhs under XIIth Plan; Rs. 3 lakhs for IQAC; Rs. 60,000/- sanctioned amount for National Conference (received Rs. 48,000/-)

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

1. Enriching Education: Sculpting Humane Professionals
2. Contouring Quality in Education

2.14 Significant Activities and contributions made by IQAC

1. Two Short Term Courses on Mentoring were conducted under the aegis of the UGC Academic Staff College. The course was attended by lecturers from different colleges across India.
2. Increased the scope of feedback to include opinions and suggestions from alumni, parents, practice teaching schools, campus recruitment schools and students. Course-wise feedback and feedback on Total Quality Management were collected from students and analyzed (Annexures XIV, XV).
3. Value added courses such as 3-Credit teacher enrichment add-on program (Annexure IV) and the HBCSE (Homi Bhabha Centre for Science Education) workshop on Mathematics(Annexure V) were offered to the student teachers.
4. Organized a UGC Sponsored National Conference on 'Contouring Quality in Higher Education'
5. Institutional Social Responsibility was fulfilled through activities such as e-waste management, rural camps and Prayas- the annual college fest by organizing events related to the theme on 'Cleanliness'.
6. Organized activities in collaboration with other B.Ed colleges, UGC, Traffic Police, E-waste management website.
7. Encouraged student teachers present papers/posters at National conferences.
8. Organized Faculty Forums and Study Circles (Annexure XVI).
9. Organized an Educational visit for student teachers.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
Teaching learning and evaluation	Evolution &/or Implementation of progressive and reflective pedagogies; Enhanced Technology mediated teaching, learning and evaluation Greater emphasis on contemporary practices of teaching, learning and evaluation Professionally relevant programs to bridge the gap between theory and practice A democratic, flexible and non-threatening atmosphere to promote intellectual deliberations Holistic empowerment of staff	The main focus of the Institution is the use of constructivist and reflective pedagogies. To this end the following steps were undertaken; • Reviewed and acquired greater understanding of the Ignatian Pedagogical Paradigm (IPP). • Continued with the emphasis on using Constructivist strategies. • Sessions on computer applications and LMS. • Visits and expert talks were organized • Method Club Activities were arranged. • A Workshop was organized in Mathematics by Homi Bhabha Center for Science Education Study circles were organized for the teacher educators to encourage meaningful deliberations on text.	The outcomes were as follows; • The teacher educators implemented IPP and Constructivist pedagogies in the classroom interactions by using cooperative learning strategies, case studies, flipped classrooms and inquiry method. • Technology mediated learning was used by the teacher educators. LMS and Edmodo were used to transact the curriculum. • Increased reading and critiquing among staff and students was observed. In order to have enriched reflections, teacher educators participated in deliberations on a book, 'Letter to a teacher' and an article 'Pluralism- A Pedagogy of Tolerance'. These study circles were also conducted with the student teachers.

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
	Sound contextual and conceptual understanding of the course requirements	In order to achieve this, the following measures were taken; • Faculty forums At the faculty forums the teacher educators discussed and deliberated upon the inputs on the following; – Microteaching – input on each skill practice and the demonstration lessons – Simulated Lessons – input on each strategy and the demonstration lessons – Demonstration lessons – subject content, methodology, scope and time management – Orientations to instructional materials and research projects • Discussions on the curricular and co-curricular activities during planning meetings and IQAC meetings The activities planned during the year were done on the basis of objectives outlined for the same. The objectives were framed in alignment with the course objectives and the institute's vision and	• Greater intellectual deliberations and constructive contribution of staff members • Greater clarity of concepts, skills and strategies among the staff members • Well prepared, enhanced and enriched presentations. The discussions and deliberations during these meetings served to provide a common understanding among the teacher educators regarding the course requirements. Inputs and demonstration sessions of the teacher educators got more enriched and were delivered with greater confidence. The practicum activities were well spaced out semester wise in the academic calendar considering the depth and scope of each of them. Time allotment and time budgeting was done keeping in mind the

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
		mission. Brainstorming was done for every activity to have greater understanding of the activity/ies and thereby plan accordingly to serve the best interests of the student teachers, the institute and the course. The IQAC members that included stakeholders gave newer perspectives to the conduct and implementation of the various activities of the Institute.	context of the course as well as the needs of the learners.
Professional Growth	Active research endeavours among teacher educators	The teacher educators of the institute applied for Minor Research funded by UGC/ICSSR/ICHR. Active interest was taken to identify areas of study and the preparation of proposals.	Four UGC Sponsored Minor Research Projects have been sanctioned this academic year. The details are as follows; Dr.Sybil Thomas, Ms.Kalpna Chavan & Dr.Bijoy K. Thomas - Development and Impact of a Reflective Course Packages for Capturing Pre Service Teachers Beliefs and Approaches on Teaching and Learning- A Mixed Method Study Dr.Vini Sebastian- Perception of parental involvement and the nature of the curriculum transaction in SSC and ICSE schools in relation to the academic motivation of the students in Std 9 in the city of Mumbai and Navi Mumbai Dr. Geeta Shetty- A Study of the Effectiveness of the Bachelor of Education (B.Ed.) Curriculum in developing Global Orientation among Pre-service teachers. Dr. Rashida Kapadia- A Study of teachers' philosophy of Mathematics, Teaching Style and Significance of Language in teaching of Mathematics

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
	Proactive engagement in professional up-gradation	The institute encouraged teacher educators to - • Attend seminars / conferences / workshops at the national/local level. • Be resource agents for contemporary educational practices at the national/local levels. • Adopt the Professional Accountability Model to align the professional endeavours with the college goals and objectives.	• Teacher educators of the institute attended seminars / conferences / workshops at the local / national levels • Staff members presented and /or published papers at local / national levels • Staff members were invited as resource persons at the local / national levels. • Some teacher educators attended refresher courses and short term courses • Independent courses have been undertaken by two of the staff members; one in Post Graduate Diploma in Human Resource Management and the other M.A in Psychology. • Staff members prepared their respective Professional Accountability Charts to show the relationship of their professional endeavours with the vision and mission of the Institute.
	Greater involvement in policy issues and curriculum development at the local/state/national levels	Encouraged staff members to be part of syllabus framing and revision committees.	The staff members were involved in the syllabus revision process for the two year B.Ed. programme.
Value addition to the Programme	Greater focus on value enhancement of existing curriculum Greater multi-	Study circles for student teachers moderated by staff members. • Theme based reflective	Students had intellectual deliberations and also wrote down their thoughts on the questions provided.

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
	disciplinary and multi-cultural approaches Meaningful activities to ensure enrichment and empowerment of the personnel at all levels	assemblies. • Celebration of National days and festivals. • Celebration of Marathi Bhasha Divas. • Organization of Talents' Day wherein student teachers displayed their varied talents and skills. • Student Council formation was done through secret ballot. • Sports Day was organized to draw out the athletic skills of student teachers and also to empower them to conduct such activities in future. • Reflective journaling on programmes such as Internship and Rural Camps were emphasized. • A course on 'Global Understanding' was conducted in collaboration with East Carolina University (ECU). • Rural Camps were organized to enable student teachers understand the socio-cultural context in the rural areas and their implications on the education of the children in those areas. • An educational visit was organized where students visited the Drug Rehabilitation Center and Home for the Visually Challenged	The student teachers participated whole heartedly in all the activities. They maintained reflective journals for Internship and Rural camps. The student teachers presented their reflections and comprehensions of the different contexts of education they encountered during Internship and rural camps at the special assemblies. The centre-heads of the various rural centres gave feedback on the activities of the student teachers at the camps. At the end of the ECU programme the student teachers were given certificates of participation. The students prepared reports of the visits and their reflections on the educational visit. The visit served to provide enriching experiences to the students.
	More choice based approaches for student teachers.	3-Credit Teacher enrichment Add-on Programme that included	The programme gave an opportunity to students to select

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
		the following activities; • Social Action for Cleanliness • Life Skills Workshop • Preparatory course on Teacher Eligibility Test • Student Resource Sharing • Poster Making and Placard Making on Social Theme • Xpressions- Theatre Workshop • Cyber Crime Awareness Workshop • Social Analysis Lecture Series • Engaging in Text • Educational Visit and Reporting • Computer Applications	from the activities and fulfil 45 hours in order to gain 3 credits. The activities were a blend of cognitive, affective and psychomotor competencies. On accumulation of the hours for the three credits, the student teachers were given certificates.
Collaboration and Networking	More collaborative and networked endeavours	Efforts were made to have activities such as conferences and faculty exchange programmes with other B.Ed. colleges. Staff members were urged to get funded programmes for the institute. For this proposals for conferences and short term courses were put forward to the UGC.	• A National Conference in collaboration with Bombay Teachers' Training College was organized on the theme, 'Enriching Education: Sculpting Humane Professionals' • Faculty Exchange programmes were arranged with another Seva Sadan College of Education. • Two Short Term Courses on the theme 'Mentoring Students for their Progression' was conducted by the institute under the aegis of the UGC Academic Staff College. • A UGC sponsored National Conference on the theme 'Contouring Quality in Education' was organized. • A meeting of the principals with Dr. Anitha Ramphal was organized by the institute in

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
		Endeavours were also made to maintain the collaboration with the East Carolina University to conduct the program on 'Global Education'	collaboration with the UGC Academic Staff College and the Department of Education of the University of Mumbai. • A programme on 'Global Understanding' was conducted in collaboration with East Carolina University for the student teachers. In this programme the student teachers got an opportunity to interact with the students of other countries through video conferencing on various socio-cultural issues.
Institutional Social Responsibility	Increased participation in extension and socially focused activities Organisation of activities to promote enhanced and fruitful social involvement of teacher educators and student teachers	Rural Camps are organized as part of Community Work Prayas – the annual college fest was organized on the theme of 'Cleanliness'. This was a programme for all to participate including school children.	Student teachers participate in the programme by planning and preparing teaching learning resources for the students of the rural setting. The teacher educators participated whole heartedly in preparing the student teachers for the Street Walk and Street play on Cleanliness campaign. The teacher educators also participated in the street walk along with the student teachers.
Holistic Feedback Mechanism	Ensure that activities are well informed by feedback obtained from stakeholders	• Well established feedback mechanism. • Course wise feedback was collected • Staff members in charge of portfolios prepared feedback sheets. • Feedback collected from various stakeholders (alumni, principals of cooperating schools, principals /heads of schools participating in campus placements, parents/guardians/spouse)	• The feedback collected from various stakeholders were analyzed • Constructive and meaningful changes that could be implemented were listed down to be incorporated in the action plan for the academic year 2015-2016.

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
Student Involvement	Greater involvement of the student body in the decision making processes of the Institution	• Student Council elections through secret ballot • Decisions to participate in Inter-collegiate activities • Involvement of students in deciding council initiated activities • Inclusion of three students in the IQAC of the institute. • Participation of the student council members in the IQAC meeting	• A student council was elected and assigned office. • Student body had several meetings to decide various activities of the institute. • Many inter-house competitions and activities were planned by the students • Many student teachers participated in the inter-collegiate competitions and also won laurels for the institute. (See Annexure IX for details)
	More meaningful and enhanced Mentoring practices	• Mentoring orientation was given to students • Mentoring groups were made • Mentoring activity was slotted on the time table	• Staff members prepared student profiles on the basis of which mentoring was done. • The students responded positively in the mentoring process.
Resource Center	Building a resource center to meet the local, national and international educational challenges	• The Institute conducted sessions on IPP • Staff members were encouraged and facilitated to be resource persons at various local and national educational organizations. • The Institute organized two Short Term Courses on the theme, 'Mentoring Students for their Progression' under the aegis of the UGC Academic Staff College.	• The Institute conducted a workshop on the Ignatian Pedagogical Paradigm for teachers of Jesuit institutions and also Seva Sadan College of Education. • Staff members have been resource persons at UGC Academic Staff College Orientation and Short Term Courses, Conferences and other professional colleges (nursing and engineering). • The curriculum for the course was drawn jointly by the Institute and the Academic Staff College. The course was attended by assistant and associate professors from different colleges.
Infrastructure and Technology	Augmented Infrastructure to ensure total Institutional involvement towards holistic	• Added two classrooms to the existing infrastructure • Upgraded the existing LAN connections • Bought computers,	• More space was now available for group work, study circles and coaching/guidance of lessons. • Students also got more space

Areas of Planning	Plan of Action	Action taken	Outcomes Achieved
	teacher education	printers and LCD projectors for the institute.	for practicing their lessons and also for rehearsing their cultural programmes.

* See Annexure I for Academic Calendar.

2.15 Whether the AQAR was placed in statutory body Yes ☒ No ☐

Management ☐ Syndicate ☐ Any other body ☐

Provide the details of the action taken

Suggestions given were incorporated

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	01			
PG				
UG	01			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others		02 (Short Term Courses)		01*
Total	02	02		01*
Interdisciplinary				02(Short Term Courses)
Innovative	01*			

* 3- Credit Teacher Enrichment Add-on programme for student teachers

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	01
Trimester	-----
Annual	-----

1.3 Feedback from stakeholders* Alumni ☒ Parents ☒ Employers ☒ Students ☒
(On all aspects)

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☒

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

The B.Ed course syllabus was revised during the academic year 2013-2014. The faculty was involved in most of the syllabus review/revision meetings. The revised syllabus continued in the academic year 2014-2015 without further changes.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Teacher Enrichment Centre was initiated in the Institution in the month of February in the academic year 2013 -14. It was continued also in the year 2014-2015. The objectives of the Centre were as follows;

- To provide greater opportunities for interaction of the faculty with the faculty of other institutions
- To facilitate the enhancement of teacher competencies of the staff and students
- To empower teacher educators and the student teachers with the skills essential to meet the challenges of the global scenario
- To encourage the attitude of lifelong learning among student teachers and the staff

Activities of the Centre:

- Faculty Forum for discussions on curricular inputs, research projects and demonstration lessons.
- Study Circles for the teaching staff and student teachers to enrich their perspectives on education through greater engagement with related texts.
- Workshop on Mathematics conducted by Homi Bhabha Centre for Science Education (HBCSE).
- Interactive session conducted on 'Drug Addiction among the youth' conducted by an expert from the legal cell.
- 3-Credit Teacher Enrichment Add on Program for student teachers (Details in Annexure IV)

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
08+ 01	08	01	01	

2.2 No. of permanent faculty with Ph.D.

05 permanent +01 temporary (18 years continuous service – Non NET/SET case pending)

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
--	--	--	--	--	--	--	--	--	--

2.4 No. of Guest and Visiting faculty and Temporary faculty

----	---	01
------	-----	----

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended		01	03
Presented papers		09	
Resource Persons		03	06

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- The Ignatian Pedagogical Paradigm (IPP) is a unique feature of the institute. It is a reflective pedagogy that emphasizes on reflection –in-action and reflection – on – action. The paradigm was followed in the teaching learning process. Lesson demonstrations were also given to students for them to incorporate the same in their practice lessons.
- Unit plans and Year plans were developed by the staff members at the beginning of the year to show the distribution of lectures in each course and to help plan the lectures accordingly.
- Study circles were conducted on the book ‘Letter to a Teacher’ for students as well as the staff. During internship, study circles were coordinated by the staff members on the article ‘Pluralism – A Pedagogy of Tolerance’. The discussion on the article was conducted again by the author Fr. Rudolf Heredia s.j. to critically analyze the same. This served to give a broader perspective of educational processes to the student teachers.
- Constructivist Approach was adopted at the Institute. The use of case studies, real life situations, flipped classrooms, concept mapping and scenario based learning created platforms for interactions and deliberations. Use of Lecture Synopsis for discussion and interaction was done for some courses while for some courses, additional reading material was provided to have enriched deliberations.
- Reflective practices in Curricular and Co-curricular activities were emphasized. The practice teaching and Internship programs were based on reflection. Student teachers were required to maintain reflective journals during the rural camp and internship and share their experiences and insights in the theme based morning assemblies.
- Technology Enhanced Teaching-Learning process was practiced by the staff members as well as student teachers. The staff members made use of power point presentations, cine forums, and blog based instruction in their teaching. Internet references were amply done to enhance the teaching learning practices. An LMS was developed for the ICT in Education Course.
- Expert lectures and visits were arranged to enrich the teaching and learning.

2.7 Total No. of actual teaching days during this academic year

190

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, and Online Multiple Choice Questions)

- Academic Calendar was prepared and followed by the institution for its various activities like Essays, Open Book Assignments, Class tests, Semester examinations and other activities. **(See Annexure II)**
- The institute introduced the semester wise preliminary examinations in the academic year 2014-2015, in order to provide student teachers the experience of appearing for the University pattern of examinations. This was also done with the intention of helping student teachers prepare comprehensively for the University examinations.
- The question papers for the content test as well as for the examinations were framed by drawing up blue prints, scoring keys and marking scheme. Feedback on the performance in each course paper was given on the basis of the respective scoring key and marking scheme.
- Comprehensive semester wise feedback was provided to each student teacher in order to apprise them of their performance as well as to help them gauge the extent of efforts they would need to apply for better performance at the University examinations.
- Every Essay or Exam was followed by a detailed feedback provided by staff members. The feedback was more qualitative in nature and served to help the student teachers enhance their performance in future. Feedback was given not only with reference to the content matter but also with reference to presentation skills as well as better time management.
- The rubric usually used by the institute for practice teaching was reviewed and revised before implementing it.
- A rubric was used to assess the Book Reviews of student teachers. The rubric helped the student teachers get a better idea of what is expected in a book review and thus they worked accordingly. This helped to make qualitative assessment of the book reviews.
- Comprehensive evaluation was conducted for simulated and micro skill lessons with the integration of peer group evaluation system along with the qualitative feedback given by the staff members.
- Evaluation of community work was done by obtaining feedback from the local coordinators of the rural camps. The rural centers certified the student teachers' activities at the camp.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

10-curriculum restructuring/revision	01- syllabus development as member of Board of Study	
--------------------------------------	--	--

2.10 Average percentage of attendance of students

93.79 %

2.11 Course/Programme wise distribution of pass percentage:

The B.Ed. Semester and Grading System was introduced, hence the results followed the grading pattern as shown below;

GRADE	% OF MARKS
O	70% and above
A	60% to 69.99%
B	55% to 59.99%
C	50% to 54.99%
D	45% to 49.99%
E	40% to 44.99%
F	39.99% to below

The details of the grades obtained by the student teachers as per the above pattern are as follows;

Title of the Programme	Total no. of students appeared	Grades						
		O	A	B	C	D	E	F
B.Ed.	98	---	19	37	28	11	02	01

Results of second semester are awaited

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- The IQAC ensured that the Teaching and learning processes of the institute were conducted meaningfully by using contemporary strategies.
- The time slots provided for conducting the instructional transactions were done to accommodate discussions and deliberations on self study topics, case studies, flipped classroom, visits and film reviews.
- An online platform in the form of an email id sxieacademics@gmail.com was created to disseminate information related to teaching learning and evaluation. Reference materials, synopsis of lectures and instructions for classroom interactions were posted to students through the common id. This facilitated ease and speed of access of reading materials to student teachers.
- A Total Quality Assessment was conducted and analyzed.
- Course wise feedback was collected and analyzed to assess the effectiveness of the curricular transactions.
- Feedback was collected from the principals of practice teaching schools regarding the effectiveness of the teacher performance of the student teachers. The feedback was analyzed qualitatively.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	04
UGC – Faculty Improvement Programme	01
HRD programmes	01
Orientation programmes	
Faculty exchange programme	06
Staff training conducted by the university	
Staff training conducted by other institutions	02 (one day workshop conducted for non-teaching staff by Joint Director, Higher Education, Mumbai)
Summer / Winter schools, Workshops, etc.	
Others	01 (Ph.D.)

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	08	02	-----	-----
Technical Staff	-----	-----	-----	-----

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Research culture was promoted in the institute by ensuring the following;

Developing the endowment of research skill: The student teachers were provided general inputs on action research and then specific training was provided by the respective research guides.

Making Research Actions cohesive: This was ensured by organizing faculty forums in which the staff members discussed the action research projects that the student teachers could take up for the year. The staff members contributed to each other's projects and thus helped to provide direction and strategy to the projects. The student teachers were guided by staff members to present papers and posters at national conferences.

Facilitation of research: The institute provided the facility of time and computer resources for students to complete their projects.

Motivation to undertake minor research projects: Staff members were encouraged to apply for funded research projects. Four minor research projects funded by UGC were sanctioned this academic year.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number			04	
Outlay in Rs. Lakhs			3,87,000	

3.4 Details on research publications

	International	National	Others
Peer Review Journals	01		
Non-Peer Review Journals		02	
e-Journals	01		
Conference proceedings		07	

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects		UGC	Rs. 3,87,000	-----
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total			Rs. 3,87,000	-----

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges

Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number		04			
Sponsoring agencies		• 01-National Conference sponsored by UGC • 01-National Conference in collaboration with Bombay Teachers' Training College of Education • 02-Short term courses under the aegis of the UGC Academic Staff College on 'Mentoring Students for their Progression'			

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations

International

National

Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency

From Management of University/College

Total

Type of Patent		Number
National	Applied	---
	Granted	---
International	Applied	---
	Granted	---
Commercialised	Applied	---
	Granted	---

3.16 No. of patents received this year

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
						01

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

02 – Dr. Sybil Thomas, Dr. Adelaide Vaz

05(Dr. Sybil Thomas) + 01 (Dr. Adelaide Vaz)

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- **Rural Camps:** The community work which is a mandatory aspect of the B.Ed curriculum is conducted differently at the institute. Rural camps were organized in which groups of student

teachers were sent to different pre-determined rural centres. Student teachers conduct teaching learning activities besides organizing creative experiences for the children at the rural centres. This programme is conducted in three phases;

1. Orientation to rural set-up, their needs and aspirations and their socio-cultural context.
2. Implementation of the programme with the student teachers also journaling about their experiences.
3. Follow up done by conducting sessions on Social Analysis as well as by organizing reflective assemblies for each group.

The programme helps to provide a different socio-cultural dimension to teacher education, thus ensuring holistic teacher preparation. The rural experience serves to develop in student teachers the right attitude towards the marginalized and disadvantaged and also a positive perspective about teaching.

- **Social action through the Annual College Event ‘Prayas’:** This academic year, the annual college event Prayas was conducted on the theme of ‘Cleanliness’ in keeping with the ‘Swachata Abhiyan’. Under this programme, Street Walks and Street plays were organized on ‘Anti Spitting’ at two different places in South Mumbai. Student teachers prepared placards and posters for the Street Walk and Street plays. The programme was organized to sensitize the common man about the issue. The Colaba traffic police collaborated with the institute for the programme. Interschool competitions were also organized for children on the theme in order to create sensitivity among children too.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1404.37 sq. m.	588.63	Management	
Class rooms	05	02		06
Laboratories	03	01		04
Seminar Halls	01	--		01
No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year.	50	18	Government & UGC	68
Value of the equipment purchased during the year (Rs. in Lakhs)	---	Rs. 91, 100/-		
Others				

4.2 Computerization of administration and library

- New computers and printers were added to the existing ones for smooth administration. LAN connections were upgraded.
- The SLIM21 Library software was purchased and made available to users to identify the status of documents in the library.
- 03 computers were made available for internet access in the library

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	830	---	94	Rs.4517/-	924	---
Reference Books	18,490	---	26	Rs.52,436/-	18,516	---
e-Books	---	---	---	---	---	---
Journals	08	Rs.6542/-	06	Rs.3999/-	06	Rs.10,541
e-Journals	---	---	04	Rs.6000/-	04	Rs.6000/-
Digital Database	---	---	01	Rs.5000/-	01	Rs.5000/-
CD & Video	254	---	---	---	254	---
Others (specify)	03	Rs.4664/-	03	Rs.4914/-	03	Rs.9578/-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	28	One lab with 15computers	√	---	---	04	02 (library) 02 (Staff room)	Classrooms (05) + (01) for exam work
Added	04	---	√	---	---	---	03 (library) 01(Staff room)	01 server
Total	31	One lab with 13computers	√	---	---	04	05 (library) 03(Staff room)	Classrooms (05) + (01) for exam work; 01 server

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Computer and Internet access is available to the staff members. The institute is wi-fi enabled. Student teachers too were provided this facility for their project preparation. Student teachers and the staff made extensive use of ICT in their teaching.
- An institutional email id – sxieacademics@gmail.com was created to disseminate academic and administrative information. An LMS was developed for teaching and learning. Student teachers were also trained in the use of LMS.
- An expert was invited to give a session on ‘Computer Applications’ to the student teachers. The session helped student teachers perceive the application of technology more objectively.
- Training was provided in the use of LMS for teaching and learning.
- Collaboration was established by recyclekaro.com to educate student teachers on e-waste management.

4.6 Amount spent on maintenance in lakhs:

i) ICT	Rs. 2, 64,998/-
ii) Campus Infrastructure and facilities	Rs. 7,500/-
iii) Equipments	Rs. 91,100/-
iv) Others (Website Upgradation)	Rs. 42,865/-
Total :	Rs. 4, 06,463/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The student support services of the institute are as follows;

- Student Council meetings
- Anti Ragging Cell
- Women's Cell
- Grievance Cell
- Mentoring
- Subsidised educational trips and visits
- Gym facilities
- Canteen facilities
- Book bank facilities
- Value added choice based programmes
- Pre-campus recruitment orientation sessions and on-campus placements

The student support services are made known to student teachers through

- The college handbook
- Orientation sessions at the beginning of the year
- Regular announcements

Parents/guardians are made aware of student support services through the Parent Interact programme organized biannually.

5.2 Efforts made by the institution for tracking the progression

- Performance in each semester is graphically represented and made known to the student teachers. This helps them to take measures to ensure progression.
- Screening and monitoring the progress of the students was done by the principal and staff, by analysing internal tests and external examinations.
- Mentoring is done to track the progression and provide help and motivation to better their performance.
- Regular and transparent feedback on practice teaching lessons.
- Regular attendance tracking and informing the students.
- Data collected on the recruitment of students with reference to campus placement to track their employment status.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
98			

(b) No. of students outside the state

02

(c) No. of international students

No	%
11	11.22

Men

Women

No	%
87	88.78

Last Year (13-14)						This Year (14-15)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
30	06	02	07	----	98	87	07	---	04	----	98

Demand ratio - 4.82 forms sold : 01available seat Dropout % - 02

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Workshop conducted for students to prepare them for Teacher Eligibility Test.

No. of students beneficiaries 98

5.5 No. of students qualified in these examinations

NET	---	SET/SLET	---	GATE	---	CAT	---
IAS/IPS etc	---	State PSC	---	UPSC	---	Others	---

5.6 Details of student counselling and career guidance

- Student counselling and guidance was conducted right from the time of admission. At the time of admission students were apprised of the demands of the course and also guided in the selection of their second method.
- Lesson Coaching and guidance is given great priority in the institute. Lot of time was allotted on the time table for the same. Lesson coaching and guidance is done to prepare the student teachers not only in concepts and methodology, but also in their psychological readiness for teaching.
- Mentoring was organized in order to prepare the student profile and help them tide over the demands of the course.
- Pre campus sessions were conducted by different schools to apprise the students of their expectations and their career opportunities. An extensive mock interview session was conducted for the students to guide them in how to face interviews.

No. of students benefitted 98

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
34	87	34	04

5.8 Details of gender sensitization programmes

- Assembly with reference to Women's Day
- A session on Women Empowerment was conducted by Ms. Jejurkar

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	03 applied*	
Financial support from other sources	YMCA funds for 4 students	
Number of students who received International/ National recognitions		

*Details of the three who applied

GOVT. OF INDIA – POST MATRIC SCHOLARSHIP & FREESHIP

2014 - 2015	OBC - Scholarship	Basutkar Puja
	NT - Freeship	Vanje Priya
	OBC – Freeship	Sneha Newalkar

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

04 - (Street Walk for Cleanliness, Street Play on Anti-Spitting, Rural Camp, E-waste management)

5.13 Major grievances of students (if any) redressed: The following two grievances were considered and addressed by the institute;

- Extension of Library timings
- Canteen facility provided

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

- Our Vision - " Joyous, Creative Teacher Education"
- Our Mission - "To Provide Quality Education for Empowerment and Enlightenment To create a just and human society and Strive to build a world of Faith, Freedom and Fellowship For God's Greater Glory"

6.2 Does the Institution have a management Information System?

Yes. For administrative purposes, the office uses the MIS system prescribed by DHE. Institution has three types of MIS. 1. Descriptive 2. Diagnostic 3. Predictive information.

Descriptive: Information regarding the students, courses, events and activities of the institute are documented. Website and common email id of the institute are used to disseminate information to the stakeholders.

Diagnostic: A multi-rater feedback mechanism is implemented to obtain opinions from the stakeholders periodically. Grievances and suggestions are obtained from student teachers and analyzed.

Predictive: The future course of action is decided by the principal, staff and management on the basis of the descriptive and diagnostic data.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- The staff members took active part in the development of the curriculum. Besides adopting the prescribed curriculum the Institute took efforts to make the program more multidisciplinary and multicultural in approach. Study circles were organized for the staff and student teachers. In this programme, students were given opportunities of greater engagement with text. A book, 'Letter to a Teacher' and an article, 'Pluralism – A pedagogy of Tolerance' were discussed thoroughly by the staff and students. This helped to gain a broader perspective of education.
- Curriculum transaction was made more constructive in order to make the teaching learning processes more reflective in nature. A 3-credit teacher enrichment add-on program was organized. This was a multi-disciplinary and multicultural program that gave the student teachers an additional input to the student teachers.
- This academic year the institute organized two Short Term Courses under the aegis of the Academic Staff College. The curriculum for the same was framed by the institute considering the cognitive, affective and psychomotor domains of the course.

6.3.2 Teaching and Learning

The Teaching and Learning Mechanisms are managed in the following manner;

Planning: Meetings are conducted at the end of the previous academic year to assess the processes of the institution. Based on the outcomes of the meetings the teaching learning processes of the new academic year was planned. Allotments of portfolios for the year, course/s to be taught, curricular and co-curricular orientations were done to each staff to ensure advance planning. The Technology mediation required was envisaged in advance by the concerned staff members to enhance their teaching learning processes. Appropriate time budgeting was done for each Semester. Recent pedagogies were considered at this stage. Planning was also made to make the teaching learning processes more self-directed. Visits, expert lectures, film reviews and debates formed integral parts of teaching learning interactions.

Preparation: The staff members prepared the input and orientation sessions in advance. The demonstration lessons and the relevant handouts/ synopsis of lectures were prepared and kept ready. The plans for inputs and demonstrations were discussed at length at the faculty forums organized for the same. This ensured concept clarity and authenticity of information. All technical and technological support was kept ready prior to their operation. Innovative pedagogies were implemented in the teaching plans of not only the staff members, but also the student teachers.

Execution: While executing the plans, improvisations needed were considered in the best interests of the students. Self learning strategies were implemented and monitored closely

Follow-up and Feedback: The effectiveness of all the teaching learning processes were analyzed intermittently in order to keep the process dynamic, meaningful and evolving. Course wise feedback was collected from the students and analyzed to see the effectiveness of the teaching learning processes.

6.3.3 Examination and Evaluation

The Examination and Evaluation process was managed in the following manner;

- The examination related portfolios were distributed among staff members appropriately for ease of administration and monitoring. The staff members in charge planned and prepared a schedule in advance and also apprised the students of the same in order to provide enough preparation time. Practice Teaching and Book Reviews were marked on Rubrics that were given to the students in advance.
- Orientation was conducted on the Examination, Evaluation and Assessment parameters as well as the Grading pattern was explained to the students well in advance.
- Blue prints, scoring keys and marking schemes were prepared for paper setting. Objectivity, impartiality and transparency in evaluation were maintained through the year.
- Preparing question bank, solving practice questions, regular informal class tests were included in the evaluation process
- Library Time was provided to help students access and use the book facilities.
- The Principal and staff monitored the performance of the students by making a performance analysis of each semester.

The Examination portfolio was allotted in advance to the staff members. The portfolio was divided into sub portfolios such as

Theory based written examinations: This included Essays, Preliminary Examinations on University pattern, Content Tests and Open Book Examination

Performance based Examinations: This included Practice Teaching, Internship, and Micro teaching, Simulated Lessons, Community Work, Book Reviews and Research Projects.

Internal Assessments: This includes the collation of all the marks obtained in the above sub-portfolios

University Examinations: The Institution was allotted as a centre for University Examinations.

6.3.4 Research and Development

- The staff members were encouraged to send research proposals to different funding agencies such as the UGC, ICSSR and ICHR. Four minor research proposals were approved and grants were sanctioned for this academic year.
- Faculty forum was organized in the institute for discussion and deliberations on the proposed action research projects to be announced to the student teachers. Each staff member prepared proposals and presented it in the forum. The interactions contributed direction, clarity and focus to each action research project.
- Orientation workshop was conducted for student teachers and substantial amount of time was provided to coach and guide students in their action research projects.
- This academic year, student teachers were encouraged to present research or conceptual papers and posters at the two national conferences organized by the college. Student teachers were given guidance in their presentations, thus encouraging the spirit of research in them to carry it forward in their profession.
- Staff members were encouraged to present papers in seminars/conferences. Some staff members were resource persons for research methodology in professional colleges.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library facilities have been enhanced by including more books, e-journals and reference books in the already existing vast resources. "SLIM21-version 3.3" Library software was introduced and E-Information Resources added in Library Collection Development, this academic year. In order to encourage more use of the library the timings were extended. Book bank facility was availed of by the student teachers in large numbers.
- Technological facilities were added such as MI Board, computers, printers and LCD projectors. The LAN connections were also upgraded.

Besides this, the following activities were planned and implemented as part of improving the ICT skills among student teachers.

- ICT Enhancement Program

Training program was organised by the teacher in-charge for developing the presentation skill of student teachers with ICT. The training program was started with an orientation program about the general features and key principles of using technology in the teaching learning process. The Training Programmes included the following sessions.

- Workshop on Computer Applications

An expert was invited to conduct a workshop on Computer Applications for the student teachers. The workshop emphasized the need to use academic wisdom in the use of technology.

- Training for Subject specific software

An advanced training program for the specific subject software such as Data Logging for Science, Mathematics software games, GIS for Geography, Google earth, Google Map, Simulation software were organized for students who opted for Computers in education as a special field. In addition to this software, they were given special training to use wiki, blog, online photo galleries, OER etc in

6.3.6 Human Resource Management

- The functioning of the institute was effectively decentralized at the planning stage. Curricular and co-curricular portfolios were distributed among the staff members.
- Various committees were set up for the smooth and efficient functioning of the institute.
- The Manager of the institute took active interest in the affairs of the institute by being part of important committees and also attending staff meetings.
- Regular meetings of the teaching staff and also non-teaching staff were conducted.
- Staff members were invited as resource persons to various local and national organizations.
- Some staff members attended the refresher courses and short term courses conducted by the UGC Academic Staff College for enriching themselves as well as for their professional up-gradation.
- Some staff members took up independent courses such as M.A. in Psychology and Post Graduate Diploma in Human Resource Management.
- The Professional Accountability Model was adopted to ensure that all endeavours for professional up-gradation were undertaken for the welfare and development of the student teachers, teacher educators as well as the institution.
- Teacher Enrichment Centre was set up for planning and implementing faculty enrichment and empowerment experiences. Faculty development program were organised like study circle, review of the portfolios, presentation of research work.
- Non teaching staff meetings were held to hear their grievances and views.
- Fellowship meal was arranged to strengthen the bond between students, faculty, and support staff.
- Follow-up and feedback was done at the end of the programmes.
- Student teachers were guided to present research based papers and posters at National Conferences.

6.3.7 Faculty and Staff recruitment

The Faculty and Staff Recruitment follows all the procedures as laid down from time-to-time by the State Government. UGC guidelines and the norms of Mumbai University are followed for the recruitment of faculty for the Institution. This academic year there were no new recruitments.

6.3.8 Industry Interaction / Collaboration

This academic year the institute had collaborative endeavours in the following ways;

- A National Conference conducted in collaboration with Bombay Teachers' Training College on 'Enriching Education: Sculpting Humane Professionals'.
- Two Short Term Courses on the theme 'Mentoring Students for their Progression' was conducted by the institute under the aegis of the UGC Academic Staff College.
- A UGC sponsored National Conference on the theme 'Contouring Quality in Education' was organized.
- A meeting of the principals with Dr. Anitha Ramphal was organized by the institute in collaboration with the UGC Academic Staff College and the Department of Education of the University of Mumbai.
- Faculty Exchange programmes were arranged with another B.Ed. college.
- E-waste management programme was initiated in collaboration with recyclekaro.com.
- A programme on 'Global Understanding' was conducted in collaboration with East Carolina University for the student teachers. In this programme the student teachers got an opportunity to interact with the students of other countries through video conferencing on various socio-cultural issues.
- Regular correspondence between practice teaching schools and the institute was maintained. Feedback was also sought from the Practice teaching schools.
- Regular visits to and inviting resource persons from relevant organizations were organized.
- The institute maintained interactions with schools of different boards for its campus recruitment. The schools visited the institute for pre-campus recruitment orientation sessions as well as on-campus placement. Feedback was collected from the visiting schools regarding the campus recruitment programme of the institute.
- A panel discussion was organized at the alumni meet, where illustrious alumni shared significant opinions and reflections on the education system as panellists. Feedback was also collected from the alumni.
- This academic year the annual college fest Prayas that was organized on 'Swatchta Abhiyan' had the support of the Colaba traffic police who extended their collaboration in the Street walk.

6.3.9 Admission of Students

St. Xavier's Institute of Education is a Minority Institution that is entitled to admit 50% Christian Minority students. Considering this, the procedures as laid down by MKCL, Mumbai University and State Government Regulations were completely followed. B.Ed admission process, preparation of rank list and selection list, was fully computerized in collaboration with MKCL, which made the admission process fair, transparent and efficient. The rest 50% of the seats are filled by the State Government.

At the institutional level two committees were formed for the scrutiny, verification and counselling of candidates. After drawing up the merit list the candidates had to go through first level and then the second level of verifications to ensure accuracy of data. Counselling was provided to the candidates regarding the demands of the course as well as the choice of the second method. Final endorsement of the admissions was done by the Principal.

6.4 Welfare schemes for	Teaching	-----
	Non teaching	-----
	Students	-----

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes ☒ No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Government	Yes	Principal
Administrative	Yes	Government	Yes	Management & CA

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes ☒ No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not applicable

6.11 Activities and support from the Alumni Association

An alumni meet was organized wherein the alumni shared their inputs on the significance of the alumni meet. A panel discussion was conducted in which prominent alumni were the panellists. They shared their inputs regarding various aspects of school education(See Annexure XI).

6.12 Activities and support from the Parent – Teacher Association

The parents/guardians/spouse of the student teachers participated actively in the Parent teacher Interact organized biannually in the institute. Constructive and meaningful opinions and suggestions were provided by them to enhance the functioning of the institute (See Annexure XII).

6.13 Development programmes for support staff

- Sevak Din was celebrated to felicitate the supporting staff. A prayer service and cultural programme was organized to honour the services of the support staff.
- Non teaching staff meetings were held to hear their grievances and views regarding the administrative functions of the institute.
- Fellowship Meeting was arranged with the management, teaching and non teaching, staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Saplings were planted around the campus
- Paperless transactions were encouraged by introducing the common email id sxieacademics@gmail.com through which most of the information is disseminated.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- A common email id sxieacademics@gmail.com was created to ensure the following
 - Making academic and administrative information available and accessible to student teachers and the staff.
 - Participatory decision making
 - Innovative teaching learning processes.
 - Paperless transactions
- Collaborations with academic and non academic bodies to enhance the professional acumen and reach of the institute.
- Graphical feedback analysis of student teachers' performance helped to provide objective feedback.
- Library software N-list served to enhance the functioning of the institute. SLIM21-version 3.3" Library software was introduced to enhance the functioning of the institute.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

This information is incorporated in the answer to Question 2.15

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

The two best practices of the Institute in the year 2014 – 2015 were;

- i. CAPE (Community Alliance for Progressive Education)- Annexure III (i)
- ii. VISA (Valuating Institutional Systems and Approaches) – Annexure III (ii)

7.4 Contribution to environmental awareness / protection

- E-waste management.
- Paper recycling workshop conducted for student teachers by Mr. Hussein Bharmal from Keshav Shrishti.
- Anti Spitting drive at the annual college fest Prayas.
- Theme based morning assemblies on environmental issues.

7.5 Whether environmental audit was conducted? Yes ☐ No ☒

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Feedback at different levels – course wise feedback, activities feedback and stakeholders' feedback were collected and analyzed qualitatively and quantitatively.

8. Plans of institution for next year

The plan of action for the academic year 2015 – 2016 is as illustrated in the figure on page 38

Name: Dr. Geeta Shetty

Name: Sybil Thomas

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____*_*_*____

PLAN OF ACTION FOR THE ACADEMIC YEAR 2015 – 2016

SUGGESTED ACTIVITIES FOR 2015 – 2016

- Enrich the prescribed curriculum with supplementary value – added activities and choice based curricula
- Enhance the reflective component of the institutional curricular practices
- Increase community involvement for enriching the curriculum
- Encourage more technology-enhanced teaching, learning and evaluation
- Promote self-directed learning
- Organize peer-supervised lessons
- Plan team teaching and co-teaching exercises
- Organize student exchange programs
- Encourage collaborative research
- Apply for minor and major research projects
- Increase institutional social responsibility
- Digitization of the library
- Equip the library with increased reading resources
- Develop teaching learning resources
- Implement mentoring as a best practice
- Conduct bridge courses and language enrichment courses
- Implement buddy system and peer tutoring
- Ensure the spacing out of curricular and co-curricular activities
- Continue with the process of valuating the institutional systems and approaches
- Organize programs to promote an eco-friendly attitude
- Conduct more Women Development Activities
- Increase community engagement for focused inclusive practices

ACTIONS FOR IMPLEMENTATION

- Collaborations with Research Bodies, Universities, Colleges of Education and Professional Colleges
- Regular Feedback Process for comprehensive valuation of programs
- Technology enhanced learner profiling for effective mentoring
- Greater involvement of community and stakeholders at the planning and implementation phases
- Seeking constructive interventions from the Management for successful implementation
- Have open communication pathways for greater participation and dialogue

• Our Vision - " Joyous, Creative Teacher Education"

• Our Mission - "To Provide Quality Education for Empowerment and Enlightenment To create a just and human society and Strive to build a world of Faith, Freedom and Fellowship For God's Greater Glory"

ANNEXURE I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

ANNEXURE II

ST.XAVIER'S INSTITUTE OF EDUCATION

Academic Calendar 2014-15

Month	Event
July	Admission : Minority and Government Seat
	Orientation to College, Vision and Mission, General Rules & regulations
	Orientation to Theory and Practicum
	Orientation to Co-curricular and Extra-curricular Activities
	Orientation to Library
	Orientation to infrastructure facility of the College : Gym, College Library, Teaching Aids Room, Conference room etc.
	Faith Formation
	Staff study Circle – Book Review & Micro teaching lessons
	Student study circle – Book Review
	Staff meeting
	Staff planning meeting
	Orientation to Micro – Teaching & Macro Lesson plan
	Demonstration Lesson – Micro teaching
	Feast of St. Ignatius of Loyola
August	Practice Teaching Group formation, Collection of Timetable from school, Preparation of time table
	National Conference
	Staff planning meeting for National & International conference
	Staff study circle for demo lessons
	Staff meeting
	Staff meeting
	Club Activities
	LMC meeting
	Meeting with collaborators : ORF, Atma, Akansha
	Orientation by Prospective International Employers
	Research project area selection
	Library orientation
	School visits
	Website quiz
	Workshop on Objectives and Specification
	Orientation to ECU
	Talents Day & special prayer service
	Orientation to Extension activities
	Orientation to IPP (Ignatian Pedagogical Paradigm) & Lesson planning
	Workshop on Maxims, Methods of Teaching and Co-relation
	Workshop on Instructional Aids – Preparation and Maintenance
	Macro Lesson plan Demonstration
	Practice teaching group wise orientation

Month	Event
	Content Test
	Orientation to Student Council formation
	Student Council Election
	Practice Teaching : Monday, Wednesday and Friday
	Orientation to various theory paper (Course wise orientation)
	Independence Day Celebration
September	Orientation to Simulated lessons and Essay
	Internal Assessment orientation
	IQAC meeting
	Language enrichment session
	Club activities
	Sevak Din
	Staff meeting
	Club Activities
	Student council Campaign and Election, Investiture Ceremony
	Teachers' Day Celebration
	Practice Teaching lessons
	Essay I
	Extension activities
	TET Workshop
	Student Council Activities
	Tutorials
	Simulated Lesson I
	Essay II
October	Teaching Learning Enrichment Sessions
	Alumni Felicitation
	Club Activities
	Orientation to Action Research Project
	Women's Cell activities
	Staff meeting
	Picnic
	Parent Teacher Interact
	Orientation to Book Reviews
	Essay III
	Extension activities
	Orientation of Community Work
	Student Council Activities
	Essay IV
	Diwali Vacation
	Group Activities related to community Work
	Simulated Lesson II
	Gandhi-Jayanti celebrations
November	Community Work
	Club Activities
	TET Workshop

Month	Event
	Women's Cell activities
	Staff meeting
	Student Council Activities
	Extension activities
	Essay V
	Submission of Community Project
	Enrichment Tutorials
	Record Checking
	First Class-Test
	Feedback on First Class-Test
December	Orientation to Semester Exam
	UGC Short Term Course
	Study Leave
	First Semester (University Examination)
	National Conference
	Staff meeting
	Women's Cell activities
	SXIE publishing house activities
	Human rights sessions
	Club Visit/ Club Activities
	Student Resource Sharing
	Feast of St.Francis Xavier
	Action research Project
	CAP – University of Mumbai
	Christmas Eve Celebration
	Break
January	Workshop – Year Plan, Unit plan, Question paper Preparation
	Second Semester Macro Teaching
	Action research Project
	Orientation to Computer Assisted Presentation and Training
	Club Activities
	Staff meeting
	Internship orientation
	Extension activities
	Simulated Lesson III
	Essay VIII
	Annual Sports Meet
	Practice Teaching
	Prayas – Annual Cultural Activities- Planning
	Student Council Activities
	Republic Day Celebration
	Parent Teachers Meeting : Interact
February	Essay IX
	Student Council Activities – Cultural Program/ Inter House Competitions
	Parent Teachers Meeting : Interact

Month	Event
	Staff meeting
	Women's Cell activities
	Extension activities
	Prayas – Annual Cultural Activities
	Psychology experiment
	Club Activities
	Faculty Development program
	Internship
	Computer Assisted Presentation
	Sessions on Inclusive Education
	Essay X
	Orientation to Campus Placement
	Campus Placement Pre presentation
	Mock Interviews Sessions
	Open Book Assignment
	Simulated Lesson IV
March	Action research Project viva
	Psychology experiment
	Faculty Development Program
	Staff meeting
	Extension activities
	LMC meeting
	Add On Program
	Club Activities
	International Conference
	Essay XI
	Annual Excursion
	Book Review Submission
	Submission of Action Research Project and Viva-voice
	Essay XII
	Fellowship Lunch
	Enrichment Sessions
April	Second Class-Test
	Feedback on Second Class-Test
	TET Workshop
	Staff meeting
	IQAC meeting
	Alumni Meet
	Record Checking
	Extension activities
	Parent Teacher Interact
	Annual Group Photograph
	Valedictory Prayer Service and Program
	Study Leave

Month	Event
	Study Circle
	Teachers Fellowship
	Faculty Development Program
May	Second Semester University Examination
	Staff Meeting – Review Meeting
	SXIE publishing house activities
	CAP, University of Mumbai , Kalina Campus
	Planning Meeting
	Staff Fellowship

ANNEXURE III (i)

BEST PRACTICE (I) AT ST. XAVIER'S INSTITUTE OF EDUCATION

(2014-2015)

Title Of The Practice	Community Alliance for Progressive Education (CAPE) (Alliance: a more systemic form of collaboration between two or more partners, covering a wider range (but not all) of their operations, where the partners retain their separate identities.)
Goals	The goals of the program were as follows; • To facilitate mutual exchange of resources • To involve diverse sectors in the development of the teaching community. • To facilitate shared decision making • To enrich the teacher preparation program • To provide greater learning opportunities • To promote professional enrichment of the teaching community • To develop a broader perspective of contemporary issues
The Context	The axiom that two heads are better than one really is true when it comes to strengthening a professional community in a holistic way. By thinking, planning, and working together, the individuals and groups that make a community can accomplish goals that neither could achieve alone. Comprehensive partnerships begin because individuals reach out to like-minded people and groups to address issues that affect the community. Realizing the desirable outcomes of liasoning with the community on educational enhancement, the Institute took it up as a thrust area for this academic year. Diverse stakeholders shape the holistic efforts through collaborative partnerships. These partnerships give communities a structure for organizing, planning, and implementing their ideas. Collaborative partnerships are the mechanism for designing comprehensive strategies that strengthen the community. There are many catalysts for comprehensive partnerships. Institutes of teacher education would need to partner with other teacher education institutions and research based organizations in order to have collaborative betterment and collaborative empowerment. Collaborative Betterment: The institutions would get together for a collaborative betterment where learning and experiences are shared. The common goals / activities / shared of the institutions are enriched and enhanced through partnering. This helps to produce policy changes and improvements in program delivery and services in the partnering institutions. Collaborative Empowerment: Partnering and forming community alliances would not only be to better the performances but also to develop newer skills and contemporary competencies. In order to grow in directions that would be the need of the present hour, collaborations with research based bodies and cross-sector alliances would be needed. The various forms of alliances in the increasing order of their scope are as follows;

	1. NETWORKING is defined as exchanging information for mutual benefit. Networking is the most informal of the inter-organizational linkages and often reflects an initial level of trust, limited time availability, and a reluctance to share turf. 2. COOPERATING is defined as exchanging information, altering activities, and sharing resources for mutual benefit and to achieve a common purpose. Cooperating requires greater organizational commitments than networking or coordinating and, in some cases, may involve written (perhaps, even legal) agreements. Shared resources can encompass a variety of human, financial, and technical contributions, including knowledge, staffing, physical property, access to people, money, and others. Cooperating can require a substantial amount of time, high levels of trust, and significant access to each other's turf. 3. CONSULTING is defined as being involved in giving professional advice to those practicing the profession. 4. COLLABORATING is defined as exchanging information, altering activities, sharing resources, and enhancing the capacity of another for mutual benefit and to achieve a common purpose. A summary definition of organizational collaboration is a process in which organizations exchange information, alter activities, share resources, and enhance each other's capacity for mutual benefit and a common purpose by sharing risks, responsibilities, and rewards. The various alliances that were made in the academic year 2014 – 2015 were as follows; 1. National Conference organized with Bombay Teachers' Training College on 'Enriching Education: Sculpting Humane Professionals' 2. Partnering with UGC – Three programmes were conducted under this namely - two Short Term Courses on 'Mentoring Students for their Progression' conducted under the aegis of UGC Academic Staff College. - UGC Sponsored National Conference on 'Contouring Quality'. - Meeting of Principals with Dr. Anitha Rampal on the revised two year B.Ed curriculum organized under the aegis of UGC Academic Staff College. 3. Learning to teach Mathematics – A 4-day workshop for teachers conducted in collaboration with Homi Bhabha Centre for Science Education 4. Faculty Exchange Programme with Seva Sadan College of Education 5. Faculty Resource Sharing with Hinduja College of Nursing 6. 2-Semester Global Cultural Understanding Program (Diploma Program) conducted along with East Carolina University.
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	7. E-waste management conducted with Recyclekaro.com. 8. Convocation programme organized jointly by St. Xavier's Institute of Education and Bombay Teachers' Training College. 9. Sessions conducted for teachers of Jesuit schools on the Ignatian Pedagogical Paradigm (IPP) 10. Teacher Eligibility Test orientation conducted for in-service teachers.
The Practice	The process of building a collaborative partnership is multidimensional. The practice of building fruitful and meaningful alliances involved the following steps: Phase I: Envisioning The process of forming community alliances began the alignment of the practice with the Vision and Mission of the Institution. The practice was initiated to fulfill the mission of 'providing quality education for empowerment and enlightenment'. Goals for the practice were outlined and stated in clear terms. Phase II: Initiation The process was initiated by identifying the following; • Focus areas of capacity enhancement • Institutional need for growth and change • Community resources to be tapped • Types of alliances to embark upon. The organizations that were identified were approached and intensive discussions were conducted between them and the institute. The organizations that were partnered with, this academic year were categorized as; S – School teachers (for IPP and TET workshops) E – Education Colleges (Seva Sadan College of Education for faculty exchange programme; Bombay Teachers' Training College for National Conference) A – Academic Staff College (Short Term Courses ; Meeting of Principals) R – Research Based Institution (HBCSE) C – Community (Local and Global; Local – Recyclekaro.com and Colaba Traffic Police; Global – Certificate Course by East Carolina University) H – Higher Professional Education (College of Nursing) Phase III: Defining Relationships / Alliances The type of relationship / alliance were defined and operationalized. This was done to define the scope of the alliance and its outcomes. Time was allotted to plan each alliance carefully. The alliances listed above were defined as follows;

The Practice	Type of Alliance	Activity/ies involved (Annexures attached for each)
	Networking	1. Faculty Exchange Programme with Seva Sadan College of Education, Kapila Khandvala College of Education. 2. Convocation programme organized jointly by St. Xavier's Institute of Education and Bombay Teachers' Training College. 3. Sessions conducted for teachers of Jesuit schools on the Ignatian Pedagogical Paradigm.
	Consulting	1. Faculty Resource Sharing with Hinduja College of Nursing. 2. Orientation programme was conducted for in-service teachers on Teacher Eligibility Test (TET). 3. Sessions conducted at Seva Sadan College of Education on the Ignatian Pedagogical Paradigm.
	Cooperating	1. UGC Sponsored National Conference on 'Contouring Quality' 2. Meeting of Principals with Dr. Anitha Rampal on the revised two year B.Ed curriculum organized under the aegis of UGC Academic Staff College
	Collaborating	1. National Conference organized with Bombay Teachers' Training College on 'Enriching Education: Sculpting Humane Professionals' 1. Two Short Term Courses on 'Mentoring Students for their Progression' conducted under the aegis of UGC Academic Staff College 2. Learning to teach Mathematics – A 4-day workshop for teachers conducted in collaboration with Homi Bhabha Centre for Science Education 3. 2-Semester Global Cultural Understanding Program (Diploma Program) conducted along with East Carolina University. 4. E-waste management conducted in the college with Recyclekaro.com.
	Alliances were considered along the following lines; • the broad theme / aim of the activity • the scope of each partnering activity • the objectives for each alliance • the resources (human and material) to be mobilized • the modalities of operation • time allocation • fund allocations • the responsibilities of the partnering institutions • the stakes involved • follow-up and feedback	

Phase IV: Working the Relationship

Each alliance was made functional in the following way;

- Each activity that was outlined was carried out as planned.
- Schedules were followed
- Responsibilities were shared
- Time and Fund allocations were budgeted.
- Resources were mobilized and utilized effectively

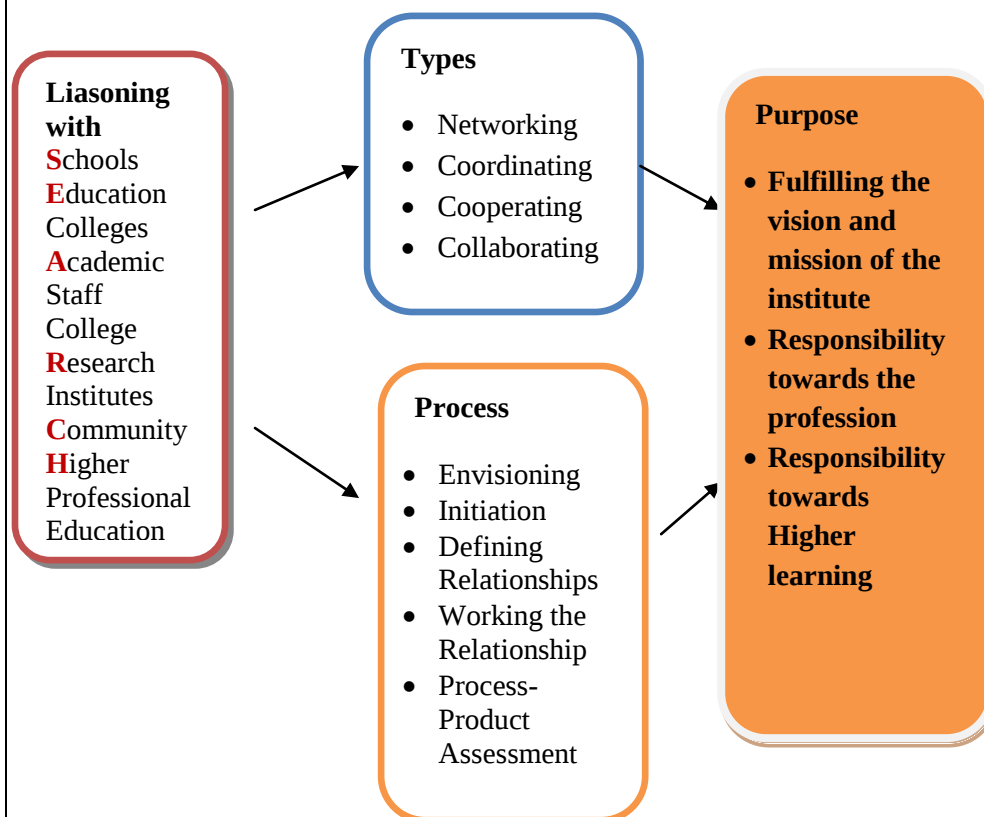
Phase V: Process-Product Assessment

The partnered activities were assessed in terms of their process of functioning and their outcomes. The effectiveness of each alliance was gauged against the objectives laid down for it. The process-product assessment was carried out through;

- Reviews of the collaborations
- Analysis of feedback gathered from the target groups involved

The assessment reports of each alliance was prepared and documented for future ventures.

Diagrammatic representation of the practice;



Evidence Of Success	Institutes of education (Bombay Teachers' Training College of Education and Seva Sadan College of Education) partnering with St. Xavier's Institute of Education found the practice very novel and enriching. They as well as SXIE would be looking forward to many such collaborative endeavours. The Short Term Course on 'Mentoring Students for their progression' conducted by the institute under the aegis of UGC Academic Staff College was in great demand due to the novelty and significance of the theme and its curriculum. Due to this, the course was conducted a second time by the Institute at the request of the Director of UGC Academic Staff College. The certificate course on 'Global Understanding' conducted by East Carolina University was a sustained practice of the institute. This academic year its scope was broadened to include many more meaningful discussions. The students found the course extremely useful as it offered them perspectives and opinions of students across the globe, regarding world issues. The course was conducted in real time; hence the students would need to wait long hours before the program could begin. However that too didn't deter them from enrolling for the course. This evidences the success of the course. The partnering with HBCSE and Hinduja college of Nursing was an activity that was seen by the institutions as contributing to collaborative betterment and collaborative empowerment. The Institutions plan to continue with this alliance in future too. The feedback analysis of the teachers who were beneficiaries of the IPP and the TET workshops showed that they had expressed their appreciation of the efforts of the institution in sharing the resources with them.
Problems Encountered	Since this was for the first time that the institution embarked on serious liasoning, there were some initial problems such as • Maintenance of group momentum • Negative reactions of members' constituents • Maintaining access to additional funding • Delayed accomplishments • Difficulty working with a diverse set of organizations • Duplication of efforts • Socio-cultural differences • Having a shared vision • Dilemma of drifting from objectives • Goal conflicts There were some other alliances that were on the anvil but did not materialize.

	They were as follows; • CEMCA • Commonwealth of Learning • Atma Foundation • An NGO- Akanksha The above mentioned partnerships were worked upon but did not materialize as problems were encountered in • Time allocations • Funding • Non-alignment of goals • Pressures of the teacher education program
Notes	-----
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ANNEXURE III (ii)

BEST PRACTICE (II) AT ST. XAVIER'S INSTITUTE OF EDUCATION

(2014-2015)

Title Of The Practice	Valuation of Institutional Systems and Approaches (VISA) Valuation is defined as; • an appraisal of the value of something • the act or result of judging the worth or value of something or someone • measure of those qualities that determine merit, desirability, usefulness, or importance
Goals	The goals of the program were as follows; • to obtain a comprehensive feedback regarding the various processes of the institution • to provide opportunities to the stakeholders for expressing their opinions • to know the worthiness of the activities of the institution • to take informed decisions regarding various institutional processes • to practice greater transparency and objectivity in the institutional functioning • to enable the stakeholders participate in the institutional development • to provide a basis for performance transformations • to provide students, a conducive environment for voicing their opinions
The Context	Quality does not only relate solely to the end products and services an institution provides but also relates to the way the employees do their job and the work processes they follow to produce their services. The work processes should be as efficient as possible and continually improving. An Institute's personnel constitute the most important resource for improving quality. Each employee in all organizational units is responsible for ensuring that their work processes are efficient and continually improving. In order to ensure quality in the processes of the institution the significance of feedback needs to be emphasized. Though the institution had a feedback mechanism, it required more direction and focus in order to influence the functioning of the institute more positively. The stakeholders' views would serve to provide a broader perspective of the various activities, thus helping to make concerted efforts towards quality. It was also felt that the institute's activities ought to be in alignment with the vision and mission of the institute as well as the goals and objectives of the B.Ed. program. Keeping this in view the various processes of the institute were assessed, so that the institute's efforts are effective and in the right direction.
The Practice	The practice is a Multi rater feedback mechanism, which involves the students, alumni, practice teaching schools and parents/guardians. The practice involves the use of qualitative as well as quantitative mechanisms to provide a holistic picture of the various institutional processes. The details of the valuating process is as follows;

	Stakeholder	Valuation type	Period	Dimensions covered	Type of Analysis
The Practice	Students	1. Total Quality Management (TQM)	Annual	a. Human Resource Management b. Operating Procedure c. Quality Policy d. Services of Suppliers e. Technology Utilization f. Training g. Quality Culture h. Quality Information	Quantitative
		2. Course – wise feedback	Bi-annual (Semester wise)	a. Extent of coverage b. Value inculcation c. Quality of Reference materials d. Student participation e. Knowledge of teachers f. Efforts of teachers g. Strategies used h. Quality of library references i. Impact j. Learning beyond the course k. Overall rating	Quantitative
		3. Course wise open ended feedback	Bi-annual (Semester wise)	a. Practice teaching b. Theory transactions c. Institutional functioning	Qualitative
		4. Practice teaching feedback (Qualitative)	Annual	a. Self perception as a teacher b. Challenges faced during practice teaching	Qualitative
		5. Student Meetings based on Suggestion Box findings	Bi-annual	General functioning of the program and Institutional effectiveness	Oral compilation of feedback
		6. General beliefs of teaching and learning	Annual	a. Epistemological Beliefs (Certainty of knowledge; Structure of knowledge; Source of knowledge; Control of knowledge; Speed of knowledge) b. Predictive Teaching Styles (Expert; Formal Authority; Facilitator; Personal Model;	Quantitative

The Practice				Delegator c. Goal Orientation Academic Goals (mastery; performance; work avoidance) Social goals (social affiliation; social approval; social concern; social responsibility; social status) d. Learning Approaches (Surface Motive; Deep Motive; Surface Strategy; Deep Strategy)	
		7. Feedback on 3-Credit Teacher Enrichment Program; Prayas; Rural Camp;	Annual	a. Activity specific dimensions b. Organizational effectiveness c. Impact and influence	Quantitative
		8. Institutional feedback to students on Internal Assessment	Bi-annual (Semester wise)	Theory and Practicum	Quantitative
	Practice Teaching schools	1. Practice teaching feedback	Annual	a. Sensitivity to requirements of school b. Relationship between the school and the institute c. Coordination d. Impression of SXIE students e. Overall impression of the programme.	Quantitative
	Campus Recruitment Schools	Campus placement Program and student-performance evaluation	Annual	a. Performance of student teachers b. Quality of student teachers	Quantitative
	Alumni	1. Alumni feedback	Annual	a. Program effectiveness b. Ways the alumni	Quantitative

The Practice				would contribute to the Institute	
	Parents / Guardians / Spouses	1. General feedback and suggestions	Bi-annual	a. Impressions about the institute b. Suggestions for the B.Ed. course	Quantitative and Qualitative
The steps followed in the practice were as follows; Phase I: Need Identification and Gap Analysis The need for conducting comprehensive feedback for certain activities was understood in the perspective of the vision and mission of the institute as well as the objectives of the institute. Gaps between quality expectations and existing practices were identified and analyzed. Phase II : Scoping and Defining The activities/processes that needed to be assessed were identified and their scope was clearly outlined. The dimensions for each were drawn out on the basis of the objectives of the respective activities /processes. The dimensions were operationalized in order to have a clear understanding. Phase III: Appraisal Development (Tooling and Validating) Based on the dimensions outlined for each activity the tools / instruments were prepared and validated by the staff members. The appraisals were developed keeping in view the objectives of the activities, dimensions of feedback, target stakeholder, period of assessment and the type of analysis to be done. Phase IV: Implementation and Analysis At the end of the activities mentioned above the appraisals were administered and data was collected. Data entry was done and it was analyzed along the dimensions outlined. Phase V: Valuation This was the most significant step in the entire practice. Findings and interpretations would be plain platitude if not followed by a value assessment of the practices. The findings from the data analysis helped in determining if the practices were worthwhile, meaningful and valuable in the teacher preparation programme.					
Evidence Of Success	- Plan of Action was drawn by each student for improving the academic performance - Parents who attended the Parent Teacher Meeting were able to provide more constructive suggestions - Student teachers appreciated the practice as they felt free to express their suggestions without any fear or apprehension The practice provided valuable data for the following; - Dimensions that need to be paid more attention to				

	• Determining the activities that need to be sustained, modified or discarded • Develop measures to sustain the good practices/activities
Problems Encountered	The problems encountered in the practice were as follows; • Availability of time • Design and Development of the appraisals • Managing Data Entry • Data Analysis • Valuation process
Notes	-----
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ANNEXURE IV

CHOICE BASED 3-CREDIT TEACHER ENRICHMENT ADD-ON PROGRAMME

St. Xavier's Institute of Education organized a 3-Credit Teacher Enrichment Programme for student teachers. The total programme comprised of 64 hours out of which the student teachers had to complete the courses of 45 hours in all. This would make them eligible for 3 Credits as 1 Credit was equal to 15 hours. The Programme comprised of the following aspects;

Social Action for Cleanliness; This academic year the institute organized the following activities for social action on the theme of 'Cleanliness' The programs outlined for the event were as follows;

- Nirmal Chalan (Cleanliness Peace March) from Churchgate towards Marine Drive and back
- Street play based on **Anti-Spitting** conducted simultaneously at Churchgate and Chatrapati Shivaji Terminus

Relevant permissions from law and order authorities were taken to carry out the activities. Script was written and edited, rehearsals were conducted and the plays were enacted. The endeavour took the social cause to the common man. Student teachers participated whole-heartedly in the Street walk as well as the Street play. The Traffic Police, Colaba Division also collaborated with the college for the Street Walk.

Life Skills Workshop; A Resource person, Dr. Gauri Hardikar gave an extensive and an intensive Workshop on Life Skills to the student teachers.

Preparatory course on Teacher Eligibility Test; St. Xavier's Institute of Education believes in preparing teachers who are aware about the future challenges in the profession. A half day workshop was organized in order to orient pre-service trained graduate student teachers about the TET examination. Government of India has enacted 'The Right to Education' and state of Maharashtra implemented the act from 1st April, 2010. State government of Maharashtra defined professional and educational qualifications and compulsory Teacher Eligibility Test (TET)

In order to orient student teachers about the TET exam an orientation workshop was conducted where student teachers were given an input session on the structure, eligibility, procedure etc. of TET. Each method master conducted a session in their respective methods that is English, History, Science, Maths, Geography where subject wise inputs were given to the student teachers. During the subject wise orientation students were made aware about the format of the

question papers and different features of the question papers and the overall how to study for the TET exam in their respective subjects

Student Resource Sharing; Student teachers who come to the institute are not blank slates. Rather each one of them is a resource by himself/herself. In order to give an opportunity to student teachers to share their expertise, the Student Resource Sharing sessions were arranged. Some B.Ed. students who had the expertise to share their skills with the peers were identified and given the time to make their presentations. Two sessions arranged for the same were; Creative Card making and Dancing Cha-cha-cha. The session was very interactive and packed with edutainment.

Poster Making and Placard Making on Social Theme; The institute laid emphasis on the theme of Cleanliness as its social cause. Student teachers were given inputs on placard and poster making on the theme of Cleanliness more specifically ‘Anti-spitting’. The students had to conceptualize and use creative devices to put up the social message. The placards and posters prepared were used in the Street Walk and Street Play on the same theme.

X-pressions- Theatre Workshop; The Theatre Workshop was organized to make student teachers shed their inhibitions and learn how to infuse theatre and expressions in their interactions. The activities were as follows;

- Go Solo had the activity ‘Clap, Slap , Flap’ which aimed at developing physical control, alertness and reducing inhibitions
- Show me with your Body was a group Activity that involved formation of Alphabets and formation of Machines of their choice and a specific one – Computer. The activity was aimed at developing Creativity, Co-ordination and Group work skills.
- Formation of concrete scenes, like rain forest, jungle, ocean etc was a group activity to allow more variety and levels in tableau. Students work on building an ensemble by brainstorming and making optimum use of space and ready to play any role – animate or inanimate.
- Depicting Transition Beginning, Middle and End was a group activity conducted to bring to focus that every phase has its own expressions, actions and unique transition aspect. Groups were given themes like race, practice teaching, rural camp, over eating, vacation etc, given 5 minutes to organise and display the stages The other groups had to guess what it was.

- Emoti-convert was a paired activity where student teachers had to express concrete emotions and show quick change of emotions, Pairs express opposites in order to be aware of how you look when you feel different emotions Two circles were formed – inner circle and outer circle, in turns the two circles had to express as per the emotion announced and the partners had to see whether the emotions expressed were clear, communicative of the feeling ,they were encouraged to be loud and use their space and body.
- Abstraction Formation of Abstract Emotions was conducted to make student teachers aware of abstract concepts can be expressed through simple body language and gestures The groups were allotted emotions like compassion, loyalty, greed, empathy etc. and other groups guessed about it.

Cyber Crime Awareness Workshop; Cyberspace has been invaded thoroughly and that in turn has captured our real space completely. The youth of today use the virtual space indiscriminately not realizing the harmful repercussions. Future teachers would need to be made aware of the dangers of reckless use of cyberspace so that they could educate their students on the same. With this aim in view, the Cyber Crime Awareness workshop was conducted by Mr. Sachin Dedhia who is a legal cyber security expert. The session covered two main aspects namely; Harmful implications of social networking sites and Responsible use of cyberspace. Real life examples and cases were discussed to drive home the need to inculcate responsible and effective use of cyberspace.

Social Analysis Lecture Series; The Manager, Fr. Blaise D' Souza gave an orientation to the camps organised by the Institution. He gave a social analysis to be done by dictating questions to seek relevant answers for the same. The social analysis was broadly done in 3 Parts. Part I was subdivided into questions seeking information regarding the location, social, economic and political, cultural, educational, healthcare and travel. Part II dealt with the problems faced by the people of that area and the third part dealt with how the student teachers felt about the situation of the people they were visiting. After the student teachers returned from the camp Rev. Fr. Blaise D'Souze discussed the social analysis in two lecture periods.

Engaging in Text; Intensive reading and critiquing are some of the skills that future teachers should be adept at. In order to achieve this purpose, student teachers were given experiences of doing a book review of 'A Letter to a Teacher' on a framework of questions. Staff members moderated the book review and encouraged intensive deliberations from the student teachers. Written reports of the book reviews were also taken from the students. Another endeavour of engaging with text was conducting a review and

discussion on an article, 'Pluralism – A Pedagogy of Tolerance'. The deliberation on the article was an integral part of the Internship activity and was moderated by the staff members. Fr. Rudolf Heredia, the author of the article, himself conducted a final review of the article in an interactive session with the staff and students.

Educational Visit and Reporting; This was a two day visit to St. Stanislaus Villa, Lonavla. The excursion was an attempt to give student teachers an insight into the various social issues and reflect upon the various roles that they have to play in future as teachers. During the excursion visits were organized to following places.

- **Ashiana, Don Bosco Drug Rehabilitation Centre**

In order understand and create awareness about the various issues related to drugs a visit was made to Ashiana. In this centre student teachers were exposed to various problems and reasons for the drug addiction as well as systematic measures taken by the centre to rehabilitate those children.

- **Snehasadan**

It is a home for the homeless children, regardless of caste or creed, provides a shelter for the orphans with house parents.

- **National Association for the Blind (NAB) Lions Home for the Aging Blind**

This home for the blind is the first of its kind in India which is working exclusively for the welfare of aged blind persons above the age of 50. The objective is to serve and cater to the socio-economic needs of the aged blind men and women who are discarded from society by their family members. NAB hopes to bring them back to the main stream of society and to become useful members.

Since this was an educational excursion each special field group had planned an activity in relation with the unit in their respective special fields. Following are the names of the special fields:

- Action Research
- Computers in Education
- Environment Education
- Inclusive Education
- Global Education
- Guidance and Counseling

Computer Applications; The interactive session conducted by Mr. Pravin Vaz was titled ‘Technology: Making Global connections’. Throughout the session Mr. Vaz asked students about their experiences with the usage of technology

The main points of his discussion were:

- Staying connected to people esp. like-minded people all over the globe is meaningful and sharing of information leads to new learning. The main driver behind global connectedness is technology, which has become accessible like never before.
- The process of learning has evolved as sharing information and resources has become accessible. The source of knowledge has shifted from the teacher to a combination of things. He acquainted students about online professional development sites on Massive Online Open Courses (MOOC).Google Classroom Management was introduced which help students to manage their work effectively. Students can create documents like word, excel and powerpoint files and store on an online server which can be shared with their teachers and parents. They can access work at home, college or on the go. He also gave some practical examples of starting a google account, blog and software called Classroom Dojo. The students followed him step by step and could get a first-hand of applying some relevant software.

ANNEXURE V

Collaboration with Homi Bhabha Centre for Science Education:

The student teachers benefitted with this initiative through several workshops.

- Mathematics Problem Solving Workshop: Two workshops were exclusively conducted for the student teachers by a resource person from HBCSE at the institute. Topics covered were – generalization and conjecture- for problem solving in Mathematics. It helped the student teachers improve their concepts in Mathematics and helped them analyse ways of problem solving procedures.
- Learning to teach Mathematics Workshop: This workshop spanned over four continuous days in Diwali break and involved the cooperation of schools also. School students were invited to participate in the workshop voluntarily. A group of 20-25 students from classes VI and VII took part from different SSC board schools in Mumbai. The resource person from HBCSE demonstrated innovative and participative ways of teaching mathematical concepts (fractions). This was first observed by the student teachers of SXIE. Each day after the teaching session for school students, discussion with the student teachers was done. It clarified doubts, informed suggestions were made and next days teaching was jointly planned. The student teachers were also encouraged to make a reflective diary of the days work for future reference. It also served as an outreach endeavor for the benefit of the school and its students.
- The participating school students were felicitated with a certificate given by Dr R. Subramaniam from HBCSE.
- The student teachers were also felicitated on the valedictory day with a certificate for participating in both the workshops.
- These certificates were jointly prepared by SXIE and HBCSE.

ANNEXURE VI

XAVIER'S PUBLISHING HOUSE

St. Xavier's Institute of Education started its in-house publishing house in the year 2014-15.
COMPOSITION:

The Publishing House consisted of the following members:

- Principal- Chairperson
- Editorial team:
Faculty-Dr.Vini Sebastian and Ms.KalpanaChavan
Students :Ms. Sarah
Ms. Nikita Lobo
Ms.Elizabeth C
Mr. Nikhil P
Ms.AnishaMahima

OBJECTIVES:

- To provide wide-ranging view of the curricular, co-curricular and extra-curricular activities in the academic year.
- To have a systematic body to keep record of the events in the Institute throughout the year.
- To encourage student teachers to display their literary and creative talents.
- To be an instrument of disseminating the report of the happenings of the college to the stakeholders.
- To furnish the college website with the reports and future endeavours of the academic year.
- To be a valuable documentation of college records.

ACTIVITIES:

Phase One:

Orientation to the present B.Ed. batch
Constructing the committee in democratic process
Making sub-committees to make the class involved

Phase Two:

Student Committee members and faculty in charge were involved in :
Regular planning and follow up meetings
Making small groups with sub committees
Preparation of the newsletter
Collection and editing of the reports and creative contribution
Making of the cover page
Electronic and print form of the college newsletter and magazine

Phase Three:

Final execution and concretisation of the newsletter and the magazine.

ANNEXURE VII

Research Cell

- ❖ Staff members were requested to submit the area of action research project they would like to guide at the start of the year. They were informed of working on the topic for the staff discussion to be held towards the end of first semester.
- ❖ The schedule for staff discussion of action research project was first circulated. Following which the respective staff members presented their topic and area of research and subsequent discussions helped to understand and suggest improvements. Reading material for the staff was also provided in order to improve their projects. Staff in charge also presented an outline of the input to be given to the students. The Action Research topics chosen for the year were as follows;
 - Meditation Technique for school students
 - Philosophy of Mathematics teachers
 - Attitude towards environmental awareness
 - Training of secondary school students of class 8 for citizenship education
 - Vocabulary building Techniques
 - Awareness about inclusive policies of school teachers
 - Learning and Information Management systems
 - How can a teacher help the students experience group work effectively
 - Classroom Management
- ❖ Orientation to the research component of the B.Ed. course was given to the class by the staff in charge. Besides this two more general inputs were given by the staff in charge to the class at different stages of the project.
- ❖ Handouts related to the same were emailed to the students.
- ❖ Groups of students were formed randomly based on the method or special field as required.
- ❖ Rooms for coaching was allotted to the groups.
- ❖ Coaching slots for the research project were periodically spaced out in the timetable.
- ❖ Dates for submission of rough drafts, final projects and for project viva were announced well in advance.
- ❖ Groups and schedule for project viva was made and circulated.
- ❖ Marksheets for guided projects and for project viva were provided to the staff members.
- ❖ Staff members were reminded to enter marks in the final marksheet as soon as the lessons were over.
- ❖ The staff members also guided and encouraged the students to present papers based on their research at the national conference hosted by the institute in March 2015.

ANNEXURE VIII

AWARDS AND PRIZES

Appreciation certificates 2014-2015

Sr. No	Name of the student	List of council
1	Mevil Antony	Class Representative
2	Fernandes Rinda	Assistant Class Representative
3	Ashish Mankeshwar	Leader of Astha House
4	Christina Santiago	Assistant Leader of Astha House
5	Stanley Thomas	Leader of Astha House
6	Lizelle Montes	Assistant Leader of Astha House
7	Stuffin Machado	Leader of Satya House
8	Dhinesh Gawande	Assistant Leader of Satya House

The appreciation certificates were also awarded to the student teachers for participation in 3 Credit Teacher Enrichment Programs, East Carolina University Program. Sports certificates were also distributed for participation in different sports events.

Institutional Prizes for Present Batch Students 2014-2015

Sr. No	Name of the Prize	Name of the Student
1	The Herbart Farias Prize for Best All Round Student & for Best Student in CCA	Sneha Newalkar
2.	The Stanley Rodriques Prize for the Student with Outstanding Human Qualities	Rinda Fernandes
3.	The Herbert Farias Prize for the Best student in CCA	Nikhil Purabiya

Awards for students of 2013 - 2014

Sr. No	Name of the prize	Name of the Student
1	The Godfrey Sologran Prize for standing first among SXIE Students	Mrs. Greta Lopes
2	The Dr. Vincent Sanctis Prize for highest marks in theory and practicum	Ms. Greta Lopes Ms. Merlyn D'Costa
3	The D.C. Maniar Prize for highest marks in theory	Sweedil D'Souza
4	The Kathleen Pereira prize for highest marks in practicum	Greta Lopes
5	The Raphael Conesa Prize for standing second among SXIE students	Merlyn D'Costa
6	The Douglas J .Dias highest marks in Educational Philosophy	Cynthia Rodriques
7	The Kathleen Pereira Prize for second highest marks in practicum	Preeti Nadar
8	The Douglas J Dias Prize for highest marks in Educational Psychology	Archan Mishra Tamara Pereira
9	The Douglas J Dias Prize for highest marks in Practice Teaching	Greta Lopes
10	Dr. Elaine Ann Charles Golden Jubilee Scholarship to be awarded to the B.Ed student securing highest marks in Practice teaching from among those students who have taken English as their Special Method	Greta Lopes

ANNEXURE IX

Student Council Activities

Activities of the Student Council in the year 2014-2015

- Formation of 3 Houses with the students.
 - Talent's Day
 - Student Council Nomination
 - Student Council Campaigning
 - Student Council Elections
 - Investiture Ceremony
 - Teachers Day Celebration:
 - Celebrating colours of Navaratri. (9 days).
 - Sevak Din
 - Diwali Celebration:
 - St Xavier's Feast Day Preparation
 - Christmas Celebration
 - Donation of Stationery to Asha Sadan; Dongri.
 - Annual Photograph
 - One day Picnic to Kalyani Resort, Virar.
 - Celebration of Days –Personality Day, Twin Day, Global Day, Back to Nature Day, Cartoon Character Day, Traditional Day.
 - Fellowship Meal
 - Valedictory Day
 - Farewell Function: Sending Forth Ceremony
 - Compilation of annual Magazine for 2013-14
 - Participation in Intercollegiate Events
 - Theme Based Notice Boards
- ❖ Anti Ragging

A. Laurels at Inter College Level

- Participation in Intercollegiate Events:
 - Pillai College of Education –
 - 2nd Prize in Solo Singing Competition: Pallavi Tale
 - Participation in poster making: Nikhil Purabiya
 - Participation in rangoli competition: Leena Gamare
 - Participation in Mehendi Competition: Ankita Bhatkar
 - NSS College of Education – Secured
 - 2nd Prize in poster making: Nikhil Purabiya
 - 2nd Prize in mehndi: Ankita Bhatkar
 - 1st Prize in floral arrangement: Jidnyasa C.
 - Participation in bridal makeup: Qamrunissa Shaikh

- Participation in rangoli: LeenaGamare
- St Teresa's Institute of Education – Secured
 - 2nd Prize in Impromptu Speaking: Nikita Lobo
 - 2nd Prize in Ad Fad: Mevil Wilson, SnehaNewalkar, Nancy Monteiro, Dinesh Gawande, Ashish Mankeshwar
 - 2nd Prize in Jingles: RindaFernandes, Linford Amara
 - Participation in poster making: Nikhil Purabiya& Stanley Thomas
 - Participation in Street Play: Mevil Wilson, SnehaNewalkar, Nancy Monteiro, Dinesh Gawande, Nikhil Purabiya, Stanley Thomas, PrachiTamhankar
 - BEST COLLEGE TROPHY
- Bombay Teachers Training College of Education
 - Participation in Duet Dance Competition: Dinesh Gawande&SnehaNewalkar
- The Lords Universal College of Education – Secured
 - 3rd Prize in Elocution Competition: Huda Sayyed
- Saraswathi College of Education & Research, Dombivali
 - 1st Prize in Creative Teaching Aids Competition: Nikhil Purabiya
- Rizvi College of Education
 - Participation in Innovative Methods of Teaching: SnehaNewalkar, HetalGada
- Gokhale College of Education & Research – Inter University Competition
 - 1st Prize in Folk Song Singing Competition: RindaFernandes, Oliver Nazareth, Richard Saldanha, Shirley Peris, JansiDharamraj, Linford Amara.
 - 2nd Prize in Spell Bee Competition: Nikita Lobo, Elizabeth Jaison

B. Interhouse Competitions (2014-15)

- ✓ 1st Place in Interhouse Skit Competition – Astha House
- ✓ 2nd Place in Interhouse Skit Competition – Satya House
- ✓ 3rd Place in Interhouse Skit Competition – Asha House
- ✓ 1st Place in Interhouse Dance Competition – Asha House
- ✓ 2nd Place in Interhouse Dance Competition – Satya House
- ✓ 3rd Place in Interhouse Dance Competition – Astha House
- ✓ 1st Place in Interhouse Carol Singing Competition – Asha House
- ✓ 2nd Place in Interhouse Carol Singing Competition – Satya House
- ✓ 3rd Place in Interhouse Carol Singing Competition – Astha House

Interhouse Sports Competitions (2014-15)

- ✓ 1st Place in InterhouseCarrom Competition – Ashish m &Brijet - Astha House
- ✓ 2nd Place in InterhouseCarrom Competition – Dinesh G &Vipul T - Satya House
- ✓ 3rd Place in InterhouseCarrom Competition – Geenal T & Richard S - Asha House
- 1st Place in Interhouse Chess Competition – Nikhil P. - Satya House
- 2nd Place in Interhouse Chess Competition – Ashish M. - Astha House
- 3rd Place in Interhouse Chess Competition – Hetal G. - Asha House
- 1st Place in Interhouse Scrabble Competition – Annie D – Astha House
- 2nd Place in Interhouse Scrabble Competition – Sharanya P. - Satya House

- 3rd Place in Interhouse Scrabble Competition – Prachi T. - Asha House

InterhouseSports Events (2014-15)

- 1st Place in Interhouse Tug of War – Astha House
- 2nd Place in Interhouse Tug of War – Asha House
- 3rd Place in Interhouse Tug of War – Satya House
- 1st Place in Interhouse4 X 100 mt Relay – Vipul T, Nikhil P, Sephora P & Libya C – Satya House
- 2nd Place in Interhouse4 X 100 mt Relay – Shirley P, Stanley T, Lizelle M, Richard S- Asha House
- 3rd Place in Interhouse4 X 100 mt Relay – Watan T, Vinita S, Oliver N, Sharalda D - Astha House

[Girls Events]

- 1st Place in Interhouse Marble & Spoon Race – Jennifer D’Mello - Asha House
- 2nd Place in Interhouse Marble & Spoon Race – Jansi D - Astha House
- 3rd Place in Interhouse Marble & Spoon Race – Shivangi S. - Astha House
- 1st Place in Interhouse 3-legged Race – Libya C &Stuffin M - Satya House
- 2nd Place in Interhouse 3-legged Race – Vinita S &Sharalda D - Astha House
- 3rd Place in Interhouse 3-legged Race – Stephina L &Vaishali R - Asha House
- 1st Place in Interhouse 100 mt Race – Sharalda D - Astha House
- 2nd Place in Interhouse 100 mt Race – Belinda D - Asha House
- 3rd Place in Interhouse 100 mt Race – Vinita S- Astha House
- 1st Place in Interhouse 200 mt Race – Elizabeth J. - Astha House
- 2nd Place in Interhouse 200 mt Race – Sephora P - Satya House
- 3rd Place in Interhouse200 mt Race – Lizelle M. - Asha House

[Boys Events]

- 1st Place in Interhouse Marble & Spoon Race – Nikhil P - Satya House
- 2nd Place in Interhouse Marble & Spoon Race – Oliver N - Astha House
- 3rd Place in Interhouse Marble & Spoon Race – Ashish M. - Astha House
- 1st Place in Interhouse 3-legged Race – Vipul T & Nikhil P - Satya House
- 2nd Place in Interhouse 3-legged Race – Stanley T & Richard S - Asha House
- 3rd Place in Interhouse 3-legged Race – Oliver N. &Watan T. - Astha House
- 1st Place in Interhouse 100 mt Race – Richard S. - Asha House
- 2nd Place in Interhouse 100 mt Race – Oliver N - Astha House
- 3rd Place in Interhouse 100 mt Race – Watan T- Astha House
- 1st Place in Interhouse 200 mt Race – Oliver N - Astha House
- 2nd Place in Interhouse 200 mt Race – Watan T- Astha House
- 3rd Place in Interhouse200 mt Race – Richard S. - Asha House

Interhouse Competition Winners

(Based on points collected on winning competitions over the year 2013-14)

1. 1st Place – 172 points – Astha House
2. 2nd Place – 116 points – Asha House

3. 3rd Place – 102 points – Satya House

C. Annual Sports Day

- ❖ Sportsman of the Year – Nikhil Purabiya
- ❖ Sportswoman of the Year – Sharalda D'Souza

ANNEXURE X

RURAL CAMP - 2014-2015

St. Xavier's Institute of Education is a Christian Minority College, established and administered by the Jesuits Mumbai Province of the Society of Jesus. Its mission is to educate people living not only in the urban cities but also in the rural areas of Maharashtra. One of the pioneering Institution of Teacher Education, it collaborates with the Jesuit institutions in remote areas to accomplish the mission of the Jesuits of spreading education to all.

St. Xavier's Institute of Education is affiliated to the University of Mumbai and Curriculum for the Bachelor of Education Course prescribed by the University of Mumbai requires the student teachers to go to rural areas in order to teach in a rural setting as Community Work. SXIE is known for the rural camp it organises every year by collaborating with Jesuit Institution in rural areas. Rural camp for the year 2014-15 was organised during the Diwali Vacation in the month of October - November 2014. The process starts in the month of August as the new batch is oriented with Bachelor of Education programme. The camps were located in the in the following places:

- **Songad-** Shakti – (23 + 23 = 46 Students) Legal and Human rights Centre (LAHRC), PB No 19, Near RTO Check Post, Vankvel, Songadh, Dist- Tapi.
Dates : 1st to 4th Nov 2014 and 4th to 7th Nov 2014 (2 Batches)
- **Manmad-** (5 Students) 27th Oct 2014 to 2nd Nov 2014
- **Nandurbar-** (5 + 5 = 10 Students)- Janseva Mandal , Jeevan Vidya Trust
26th to 30th Oct and 19th to 23rd Oct 2014 (2 Batches)
- **Shirpur-** (16 + 12 = 28 Students)- Vishwa Mandal Sevashram (VMS)
26th Oct to 31st Oct and 1st Oct to 6th Oct 2014 (2 Batches)
- **Ambatta** - (7 Students) 4th to 6th Nov 2014
- **Akansha-** (2 Students) Mumbai

Total = 99 Students attended the camp.

Prior to conducting the rural camp, letters of information were sent to the camps. The letters were e-mailed to the camp in-charges. A data sheet too was attached with the letter seeking suitable dates, number of students and other information regarding the camp. Some camps were telephonically informed about the camp too. After permission was obtained from the organisations, information was

either gathered by reply to the e-mail or mailed back to the Institution. There was a discussion about the dates and requirement of the camp and students were allotted a camp in a lecture period.

The Manager, Fr. Blaise D' Souza gave an orientation to the camps organised by the Institution. He gave a social analysis to be done by dictating questions to seek relevant answers for the same. The social analysis was broadly done in 3 Parts. Part I was subdivided into questions seeking information regarding the location, social, economic and political, cultural, educational, healthcare and travel. Part II dealt with the problems faced by the people of that area and the third part dealt with how the student teachers felt about the situation of the people they were visiting. Each camp had an itinerary to follow. Student teachers taught English Grammar, Conversational English, Action Songs, Science and Mathematics, Computers, Drawing and painting, Choreographed dances etc. Waste Management activities too were organised and conducted in each camp.

After the student teachers returned from the camp Rev. Fr. Blaise D'Souze discussed the social analysis in two lecture periods. In order to study the attitude of student teachers towards rural camp a study was conducted. A pre-test and post test was conducted in order to study **"The Attitude of Student Teachers towards Rural Internship"** with the permission of the Principal. The student-teachers were oriented regarding the objectives of the rural camp and the guidelines to be followed in the camp.

The student teachers were updated regarding the organisations requirements. Each student was given a certificate on successful completion of the rural camp. Ms. Nishi Kumar joined the student teachers in Shirpur for 5 days to experience the camp activities. She visited a village and Recreational Park along with the student teachers in Shirpur. The visit was very fruitful as it helped in better coordination of the camp. It also helped in understanding of the camp and organising future camps on the same lines.

An assembly slot was given to each group to share their reflections of the rural camp. The students were asked to write down the reflections regarding the rural camp each day on sheets of paper on a format given to the students by the Institution. The reflections were collected after the students returned from the camp.

The students during the assembly slot reflected positively towards the Rural Internship and had an enriching experience which they would cherish for a long time.

ANNEXURE XI

ANNUAL ALUMNI MEET

The annual alumni meet was organized on 22nd Nov 2014.

The objectives of this alumni meet were;

- To provide opportunity for fellowship, sharing of ideas, reminiscing and feedback from alumni.
- To provide an intellectual platform for discussion

The program for the alumni meet was as follows:

- Prayer
- Brief input on the need for alumni meet given by our own ex student – Mr. Gasper and teacher of St. Xavier's High School
- Principal's message
- Panel Discussion

Panelists: consisted of alumni

- Sr. Vijaya Principal of Our Lady of Rosary Chief Moderator
- Ms. NutanIyer Principal of Diamond Jubilee high school
- Ms. Jannice M. Vice Principal, Queen Mary High school
- Ms. Diandra Teacher and M.Ed. student
- Dr. Maria Athaide ex teacher educator and content developer

- Talent show of alumni
- Game
- Dance by B.Ed. students
- Manger's address
- Reminiscing thoughts
- Information about Forthcoming events
- Vote of thanks by alumni
- Vote of thanks by staff-incharge

B.Ed. students helped in propagating the program and filling up a pre registration form wherein they had to mention their participation. A registration fee of Rs. 50/- was charged. All alumni met their teachers and shared their experiences in the school. A feedback sheet was circulated and expectations of the alumni were gathered. The registration form also had a question on what they can do for SXIE.

ANNEXURE XII

PARENT INTERACT PROGRAMME

The Parent Interact programme was organized in the following manner:

- 2 programs were conducted – one in each semester
- The main objective of the first program was to obtain suggestions from parents for the year in terms of the aspects of the B.Ed. program as well as the communication of the parents with the college.
- The main objective of the second program was to show how the feedback was incorporated and changes were brought about.
- Both the programs were planned to have open communication with the parents.
- The time chosen was evening to help maximum parents to attend.

The programme for the first Parent Interact was as follows:

- Registration
- Prayer Dance
- Welcome and Introduction of the theme
- College power point presentation
- Principals address
- Group song
- Orientation about the college activities
 - About mission and vision
 - About the theory and practicum
- Game
- Group Dance
- Vote of thanks
- College Anthem
- Refreshments

The programme for the second parent interact was as follows:

- Registration
- Welcome by Manager
- Input by Manager
- Feedback analysis of the 1st semester and report reading

- Parent impressions and open forum
- Quiz
- Game
- Vote of thanks

Participation of parents:

77 parents/spouses/guardians attended the first semester program

27 parents/spouses/guardians attended the second semester program

Parents provided their suggestions and also put forth certain queries which were answered.

ANNEXURE XIII

REPORT ON THEME BASED MORNING ASSEMBLY

REPORT OF THE ASSEMBLY FIRST SEMESTER

The assembly program was conducted as follows:

- Brief orientation
- Appointment of two student leaders
- Blank Assembly plans was distributed
- Allotment of assembly dates put up in the notice board
- Assembly conducted as per the schedule
- Collection of assembly plans, CDs and write ups after each assembly.
- Special assemblies were conducted as and when the need arose

List of special assemblies in the first semester:

- Onam celebration
- August kranti day 8th Aug 2014
- Independence day 12,13,14 Aug 2014
- Learning to teach Mathematics in collaboration with HBCSE
- 2 assemblies for Feast of St. Francis Xavier
- Dassera
- Diwali
- Friendship Day

The themes revolved around the following areas:

- Significant days – Independence day, Dassera, Diwali
- Personality development
- Social values
- Life values
- Environmental values

REPORT OF THE ASSEMBLY SECOND SEMESTER

Normal/Routine Assembly: Pairs of student teachers were selected and informed the assembly dates at the end of the first semester to select their themes and be prepared for the same. On the assigned dates the paired student teachers conducted the assemblies. The procedure for the normal /routine assembly was as follows.

- **Pre Assembly Preparation**
 - Pairing of students
 - Allotment of date for the conduct of the assembly
 - Selection of theme
 - Discussion of the selected theme with the assembly in-charge
- **Assembly Presentation**
 - Orientation on the selected theme
 - Presentation through skit , video or vocal

- Reflection time
- At least 2 student teachers shared their reflections at a given assembly
- Prayer reading on the theme selected
- Reading of National and International News
- Conclusion of the assembly by singing the College Anthem or National Anthem on alternate days.

• **Post Assembly**

- Submission of the Assembly write up to the teacher in charge in the prescribed format.
- Submission of the video in a CD or the presentation of the skit in detail along with the write up.

The assemblies for the second semester commenced from 2nd January, 2015 and comprised of both routine and special purpose assemblies presented by student teachers centered to bring out the cultural diversity in the classroom.

The list of assemblies conducted for the second semester for the academic year 2014-2015.

Sr. No	Theme for the Routine/Normal Assembly	Date of the Assembly	Presentation by
1	Payer for all	22.01.2015	Jansi
2	Don't Quit We Can Achieve	28.01.2015	Hetal&Anamika
3	Everything happens for a reason	13.02.2015	Dhanashree& Krishna
4	GOD has sent me for you	14.02.2015	Jansi& Simone
5	Determination	18.02.2015	Prachi
6	Self – Doubt13	20.02.2015	Qaumarnisa& Huda
7	Believe in Good	21.02.2015	Pratiksha&Ankita
8	8 Benefits of dance	22.02.2015	Alvia&Pooja P
9	Thanks giving	23.02.2015	Fr. Oliver & Fr. Richard
10	Power of One – Making a Difference	26.02.2015	Roger & Gitsy
11	You Raised Me High	03.03.2015	Madhavi&Soni
12	Endurance leading to Character	06.04.2015	Sonia .T&Priya
13	Last Assembly	07.04.2015	Sneha&Vipul

Special Assembly:The objective of the special assemblies was to:

- To bring out the cultural diversity within the classroom
- To enable the student teachers to celebrate the special days and get the ethos of the special days.

The procedure for the special assembly was as follows

- **Pre Assembly Preparation**
 - Identifying the occasion of the special assembly by the teacher in-charge.
 - Approval by the Principal to present the special assembly.
 - Finalizing the date for the conduct of the special assembly with the Principal.
 - Selection of student teachers for the presentation of the assembly on the finalized date.
 - Special Invitation to invite the Manager, Principal, Faculty (teaching & non-teaching staff) and the Student teachers by the faculty in-charge and student teachers.
 - Reviewing & discussing the changes required with the group of student teachers.
 - Run through of the assembly prior to the presentation.
- **Assembly Presentation**
 - Introduction of the special theme.
 - Presentation of the theme.
 - Highlighting the significance of the theme.
 - Presentation by a skit or video.
 - Singing of songs, dance and hymns on the special theme.
 - Reading of the prayer on the theme selected.
 - Reading National and International News.
 - Conclusion of the assembly by singing the College Anthem or National Anthem on alternate days.
- **Post Assembly**
 - Submission of the Assembly write up to the teacher in charge in the prescribed format.
 - Submission of the video in a CD or the presentation of the skit in detail along with the write up.

The list of special assemblies conducted for the second semester

Sr. No	Theme for the Special Assembly	Date of the Assembly	Presentation by
1	Holi Assembly	04.03.2015	Suchita, Fr. Watan Sonia, Madhavi, Pallavi, Quamarnisa, Sneha N.
2	Prayer Service on account of Principal's Birthday.	05.03.2015	Fr. Oliver, Fr. Richard, Roger, Sr. Antonette, Sr. Shabina, Sharon

Sr. No	Theme for the Special Assembly	Date of the Assembly	Presentation by
3	Assembly the male student teachers to celebrate Women's Day	06.03.2015	Fr. Oliver, Ashish M, Dinesh G, Watan, Mevil, Nikhil, Stanley, Vipul.
4	Rural Assembly		Rural Camps Groups
5	Internship Assembly	10.3.2015 – 17.03.2015 & 23.03.2015.	Internship School Groups
6	Assembly by student council on the selected theme	24.03.2015 – 27.03.2015 & 1.04.2015, 2.04.2015.	Student council Members

ANNEXURE XIV

Course feedback Semester I

Dimensions	Course 1	Course 2	Course 3	Economics	English	Geography	History	Mathematics	Science
Extent of Coverage of Course	3.1	3.28	2.8	2.88	3.27	3.75	2.68	3.29	2.88
Values inculcated	3.1	3.37	2.8	3.09	3.19	4.00	2.95	3.01	3.06
Quality of Reference material	2.8	3.1	2.7	2.98	3.25	3.83	2.85	3.08	2.92
Student Participation	3	3.16	2.8	3.00	3.30	4.00	2.92	3.06	3.13
Knowledge of teachers	3.6	3.69	3.1	3.28	3.62	4.00	3.38	3.54	3.37
Efforts taken by teachers	3.2	3.34	2.9	3.22	3.41	3.88	3.11	3.29	3.24
Accessibility of course teacher	3	3.17	2.8	3.06	3.41	3.50	2.95	3.21	2.92
Strategies of teaching	2.9	2.95	2.7	2.81	3.13	4.00	2.68	3.05	3.04
Quality of Library resources	2.8	3.09	2.8	2.81	3.15	3.50	2.75	3.09	2.91
Impact of Course	3	3.17	2.8	2.94	3.26	3.50	3.11	3.15	2.88
Overall rating	3.2	3.3	2.7	3.06	3.24	4.00	2.89	3.23	2.96

Maximum rating score -4

Minimum rating score- 1

Course feedback Semester II

Dimensions	Course 8	Course 9	Course 10	Course 11	IE	EE	GE	GC	AR	CE
Extent of Coverage of Course	3.02	3.21	2.56	3.07	2.50	3.43	2.75	3.05	3.25	3.36
Values inculcated	3.15	3.20	2.57	3.09	2.95	3.30	2.96	3.21	3.08	3.45
Quality of Reference material	2.89	3.04	2.39	2.93	2.63	3.07	2.62	3.00	2.83	3.24
Student Participation	3.05	3.14	2.52	2.94	2.83	3.28	2.68	2.92	3.00	3.45
Knowledge of teachers	3.28	3.44	2.75	3.23	3.10	3.35	3.04	3.00	3.67	3.68
Efforts taken by teachers	3.11	3.25	2.56	3.06	2.93	3.22	3.09	3.05	3.38	3.43
Accessibility of course teacher	3.11	3.08	2.52	3.03	2.95	3.35	3.14	3.05	3.17	3.27
Strategies of teaching	2.99	3.13	2.48	2.96	2.70	3.17	2.66	2.93	3.17	3.24
Quality of Library resources	2.69	2.75	2.42	2.48	2.25	2.78	2.14	2.68	2.50	2.64
Impact of Course	3.04	3.08	2.60	2.97	2.90	3.22	3.00	3.08	2.92	3.18
Overall rating	3.13	3.29	2.40	3.06	2.80	3.43	3.07	3.00	3.33	3.64

Maximum rating score -4

Minimum rating score- 1

ANNEXURE XV

Report of Quantitative Feedback on Total Quality Management

Aim: The aim was to collect feedback from student teachers on the general administrative functioning on the Institute reflecting on the quality of service provided by the Institution.

Objective: The objective of the study was to find out the dimensions that were rated well and average by the student teachers and to frame action plan for the same.

Procedure: The student teachers were to asked to provide feedback by filling up a questionnaire on Total Quality Management. The questionnaire had 128 statements with a four point rating scale. The 128 statements were divided into 8 dimensions of Total Quality Management. The student teachers had to rate the dimensions based on the service provided.

The filled questionnaire was analyzed and percent mean was calculated for the 8 dimensions. The percent mean provided an insight on areas which student's teachers were happy and satisfied and to initiate necessary action plan for areas which needed improvement.

Following is the list of dimensions with the percent mean

Sr. No	Dimension	Percent Mean
1.	Human Resource Management	75
2.	Operating Procedure	78.54
3.	Quality Policy	75
4.	Services of Suppliers	41.83
5.	Technology Utilization	52.44
6.	Training	62.64
7.	Quality Culture	68.29
8.	Quality Information System	60.66

ANNEXURE XVI

FACULTY DEVELOPMENT 2014-2015

The faculty development program provided learning opportunities consistent with the college vision and mission.

The objectives of the Faculty Development were as follows:

1. To enable faculty members to maintain competence in their teaching fields.
2. To provide learning opportunities consistent with college vision and mission

The following programs were undertaken to enhance the effectiveness of the faculty and the student teachers.

Sr. No	Name of the Programme	Date	Staff Members
	First Semester		
1.	A Letter to a Teacher (Book Review)	16.07.2015	Orientation by the Principal to the Staff Members on Book Review
2	A Letter to a Teacher (Book Review)	19.07.2015	Presentation by the Staff Members
2.	A Letter to a Teacher (Students) (Book Review)	19.07.2015 02.08.2015	Minority Student Teachers CAP Round Student Teachers
3.	Discussions Micro teaching skills 1. Introduction to Micro Teaching 2. Skill of Explanation 3. Skill of Questioning 4. Skill of IWE 5. Skill of Set Induction 6. Integrated Lesson Objectives & Specifications	 23.07.2014 23.07.2014 25.07.2014 28.07.2014 01.08.2014 04.08.2014 08.08.2014	 Dr. Elvina P Dr. Vini S Dr. Geeta S Ms. Shadab Khan Dr. Rashida K Ms. Kalpana C Dr. Vini S

Sr. No	Name of the Programme	Date	Staff Members
	Demonstration Lessons	13.08.2014	Dr. Vini
	• Science	13.08.2014	Dr. Geeta
	• English	14.08.2014	Dr. Rashida
	• Maths	14.08.2014	Ms. Nishi
	• Economics	14.08.2014	Dr. Elvina P
	• History	19.08.2014	Dr. Bijoy
	• Maths	19.08.2014	Ms. Shadab
	• English	19.08.2014	Ms. Kalpana
	• Civics	19.08.2014	Dr. Geeta
	• English	20.08.2014	English
	• English	20.08.2014	Maths
	• Maths		
	Simulated Lessons	26.08.2015	Dr. RashidaKapadia
	1. Introduction to Simulated lessons	26.08.2014	Nishi K & Dr. Rashida K
	2. Games	28.08.2014	Priti S & Dr. Vini S
	3. Role Play		
	Second Semester		
4	Simulated Lessons		
	1. Concept Attainment Model	08.12.2014	Ms. Shadab K & Dr. Bijoy T
	2. Creative Strategy	09.12.2014	Dr. Geeta S & Dr. ElvinaP
5	Unit Planning	09.12.2014	Dr. Rashida K
6	Computer Assisted Presentation	09.12.2014	Dr. Bijoy T & Ms. Kaplana C
7	Action Research		Dr. Rashida K
8	E- Pathshala	17.12.2014	Dr. Harichandan

The procedure for the faculty development programmes was as follows.

Pre Faculty programme presentation

- Initiation by the Principal on a theme
- Selection of Date for the faculty forum
- Circular on the topic , date and time and venue for the discussion on the topic

Presentation of faculty programme

- Initiation of the Topic
- Presentation by the staff members
- Discussion and sharing of thoughts on the topic by the
 - Principal
 - Other Faculty in -charge
- Conclusion of the topic

Post Presentation of the faculty Programme

- Report writing on the faculty development programme
- Collection of lesson plans, book reviews from students & student teachers for documentation.