ST.XAVIER'S INSTITUTE OF EDUCATION
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OPP.STATE BANK OF INDIA
MUMBAI 400 020

ACADEMIC AUDIT REPORT 2021-22
(INTERNAL)

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Academic Audit Questionnaire For Teaching Departments

The questions are to be answered as "Yes" or "No".
There Will be a need for prior discussion before answering each question.

If the answer is 'yes' to a question, self-study should briefly the "who, what, when, where, and how' of that answer.
Follow-up questions for discussion would be:
- In what ways?
- Are our approaches effective?
- How do we know that our approaches are effective?
- How can we demonstrate that our approaches are effective?
- How can we improve upon what we do now?

If the answer is "No", the self-study should discuss:
- Whether you wish to improve in this regard, and
- How you plan to do so.
- These details should be provided to the Auditors during their visit.

PART A

I. Policies

1.	Do you have adequate policies to direct, monitor and review all academic and administrative processes?	Yes. An institution's policies and procedures are the backbone of any successful academic institution. The policies and procedures serve as a road map for the effective flow of all normal academic functions of this institution. The institution formulates its policies in compliance with UGC, state, and university regulations. Policies of the Institutions • The Ecology Policy • Water Management Policy • The Infrastructural Policy • Research Ethics Policy • Placement Policy
2	Do you abide by all rules, regulations and norms of government and academic bodies at the national level, for conducting all processes in the department/college?	Yes. The institution adheres to all UGC, state, and university rules. Following are some examples of regulations the institution followed: 1. Admission procedure of B.Ed. and Ph.D. 2. Curriculum and syllabus implementation 3. Examination and Internal assessment procedure 4. Teaching workload 5. Duration and workload distribution of teaching and non-teaching

| 3 | Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes? | Yes. This institution uses the following documentation methods for record keeping and tracking

1. Admission: The portal created by the DHE, the Maharashtra government, and the University of Mumbai manages admission and enrolment documents.
2. Attendance of Staff and Students: Biometric systems were used to collect and analyse attendance of staff and students.
3. Academic activities: academic documents for the B.Ed. programme and certificate programmes were organized with the support of the learning management system.
4. As physical documents, internal assessment records such as assignments, internship files, class test papers, and so on were documented. |
| 5 | Are all members of your department(Students, teachers and support staff) aware of their code of conduct in their duties and allied work? | Yes. It was published on the website and in the Academic Handbook. Orientation about the code of conduct was given to the students through the induction program. |

Documentation:
- Code of conduct for duties and functions of all stakeholders.
    1. Code of Conduct:
       https://www.sxie.info/2021/FINAL%20CODE%20OF%20CONDUCT%20DOC.pdf
- Operations handbooks for all administrative and academic processes.
    1. Academic Handbook:
       https://www.sxie.info/Uploadedfiles/fckeditor/file/Academic%20Calendar/B_Ed%20Academic%20HANDBOOK%20%202021-22.pdf
    2. Internship Handbook:
       https://www.sxie.info/2021/internship%20handbook%20sem%204-%202021-2022%20%281%29.pdf
    3. Academic Calendar:
       https://www.sxie.info/2021/Academic%20Calender%20%20%20%202021-2022%20%281%29.pdf
- Rules, Regulations and Norms of State Government, UGC and University.
    1. NCTE: https://www.sxie.info/Uploadedfiles/fckeditor/file/Mandatory/ncte.pdf
    2. University Regulations:
       https://www.sxie.info/Uploadedfiles/fckeditor/file/Academic%20Calendar/B_Ed%20Academic%20HANDBOOK%20%202021-22.pdf (Page 27)
    3. State regulations on Admission: https://www.sxie.info/2021/B.Ed.%20GEANERAL-SPL%20CAP%20INFORMATION%20BROUCHER%202021-22.pdf

- Processes, such as admissions, examinations, CAS, IQAC, etc. Followed by college (One set of documents, including Minutes of Meetings for each).
    1. Procedure of Admission: https://ww2.sxie.info/sxie-academics/courses/b-ed-admission
    2. IQAC Minutes: https://www.sxie.info/2021/IQAC%20Meeting%20Sep%202021-22.pdf
    3. CDC Minutes : https://www.sxie.info/2021/CDC%20Report.PDF
    4. Placement Cell Minutes : https://www.sxie.info/2021/Campus%20placement%20report%20and%20Minutes.pdf
    5. Staff meeting minutes : https://www.sxie.info/2021/Teaching%20Learning/Sample%20Staff%20meeting%20Minutes%20.pdf
    6. Internship Minutes : https://www.sxie.info/2021/Internship.pdf
- Feedback and Student Satisfaction Reports from all stakeholders. Analysis and action taken on the reports.
    1. Campus placement feedback: https://www.sxie.info/2021/Campus%20Placement%20Feedback%20Form%202021-2022.pdf
    2. Mentoring Feedback: https://www.sxie.info//2021/Mentoring%20Feedback.pdf
    3. Parent feedback: https://www.sxie.info/2021/Feedback%20March%202022%20Parent%20Interact%20MAR.pdf
    4. Student Feedback : https://www.sxie.info/2021/COURSE%20WISE%20FEEDBACK-%20F.Y.%20%28SEM-I%29.pdf
    5. SWOT analysis : https://www.sxie.info/2021/SWOT%20ANALYSIS%20FORMAT%202021-22%20FY%20%28SEM-I%29%20%281%29.pdf
    6. Community Service Feedback : https://www.sxie.info/2021/COMMUNITY%20WORK%20RESOURCE%20MOBILISATION%20MARCH%202022%20BUDDY%20SYSTEM.pdf
    7. Internship Feedback from School Principal : https://www.sxie.info/2021/Internship.pdf
- Policies of the College
    o The Ecology Policy: https://www.sxie.info/2021/The%20Ecology%20policy%20of%20SXIE%20.pdf
    o Water Management Policy: https://www.sxie.info/2021/Water%20mgt%20EP%202021-22.pdf
    o The Infrastructural Policy: https://www.sxie.info/2021/Infrastructural%20Facilities%20Policies%20SXIE%20website%20%20%281%29.pdf
    o Research Ethics Policy : https://www.sxie.info/2021/SXIE%20Research%20Ethics%20Policy%20and%20Supporting%20links%20%20IQAC%20%20%20.pdf
    o Placement Policy https://www.sxie.info/2021/PLACEMENT%20POLICY%202020-21%20%281%29.pdf

Observation:
The college framed some policies, like an ecology policy, a water management policy, and an infrastructure policy, research policy and placement policy. The code of conduct was well framed as per the UGC and university guidelines, and it was published on the college website for students and teachers. The college

followed the rules and regulations prescribed by the UGC, the State government, and the University of Mumbai for the admission, academic, and assessment activities (B.Ed., and Ph.D.). Minutes of staff meetings, IQAC, and CDC are documented. The academic handbook was uploaded on the website, but it needs to be more elaborative by including PO and CO. Even the academic calendar should have been included in the academic handbook. The feedback mechanism was proper. The college had taken the initiative to solicit feedback from stakeholders.

Recommendations:
- *It is necessary to frame other policies as per the regulations of the UGC, India.*
- *It is important to state the future plan based on the feedback analysis.*

II. Learning Outcomes

1	Are the Program Outcomes(POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) been explicitly defined, explained, explained and communicated to students and other stakeholders at the commencement of the program (e.g., as employees, as graduate students, as citizens)?	Yes. Program outcomes and course outcomes (COs) were framed specifically and explained to the students and parents through various programs. Programs are as follows: 1. Induction program for F.Y B.Ed. 2. Parent Interact of F.Y B.Ed. batch 3. Session on Learning Outcome for S.Y B.Ed. students
2	Are the Program Outcomes, Program Specific Outcomes and Course Outcomes defined by the department/college individually or is it a collective/collaborative activity with other departments from other colleges/University level?	Program Outcomes, Program Specific Outcomes and Course Outcomes were specified by the University of Mumbai.
3	Are students/employers/alumni consulted for defining Program Outcomes, Program Specific Outcomes and Course Outcomes?	Employers were consulted to frame the programme outcomes, program-specific outcomes, and course outcomes.
4	Are Program Outcomes, Program Specific Outcomes and Course Outcomes reviewed periodically for improvement?	Yes. Program Outcomes, Program Specific Outcomes and Course Outcome were reviewed periodically.

Documentation:
Program Outcomes, Program Specific Outcomes and Course Outcomes for all programs, and proof to show that they are attained.
- Program Outcomes, Program Specific Outcomes and Course Outcomes:
    - https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes
    - https://www.sxie.info/Uploadedfiles/fckeditor/file/IQAC/IQAC%20Program/2021%20Aug%20STUDENT%20ENGAGEMENT%20FOR%20QUALITY%20ENHANCEMENT.pdf
    - https://www.sxie.info/2021/Teaching%20Learning/REVISITING%20LEARNING%20OUTCOMES%20FOR%20QUALITY%20TEACHING%202021-22%20KC%20%20%282%29.pdf
- Proof to show that they are attained: https://www.sxie.info/2021/PO-CO%20calculations.pdf
    Community Service Sample reflective report:
    https://www.sxie.info/2021/Teaching%20Learning/Renita%20Sequeira_42_Community%20Work.pdf
- Process of defining Program Outcomes, Program Specific Outcomes and Course Outcomes involving various stakeholders:
    https://www.sxie.info/2021/PO-CO%20calculations.pdf
- Induction Program: https://www.sxie.info/2021/INDUCTION%20PROGRAM%202021-22.PDF

Observation:
The college has framed Programme Outcome and Course Outcomes for the B.Ed. program It is in the initial process. It is important to frame an elaborative programme outcome for the B.Ed. and other courses. The college took initiatives to inform the PO and CO to students, and parents through the

Student Induction Program and the Parent Interact Program and workshop conducted by the IQAC team for SY students as they were ready to become full fledged teachers.

Recommendations:
- *It is important to discuss the PO with the IQAC members, and employers to get new perspectives as per the requirements of society.*
- *It is important to maintain elaborate documents for calculating the attainment of PO.*
- *The process of calculating attainment should be specified, and the teaching faculty should prepare the assessment criteria based on the PO- CO, and LO of the course.*

III. Curriculum and Co-Curriculum

1	Is your curriculum and curriculum designed to achieve the defined Program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes. All the curricular and co-curricular activities were specified in alignment with programme outcomes, programme specific outcomes, and course outcomes.
2	How are individual teacher's preferences or decisions reflected in curriculum enrichment?	The institute allowed teachers to create curriculum based on their preferences. But at the same time, it should be in accordance with university regulations. Faculty members were influencing the enrichment of the curriculum in the following ways: 1. Nature of subject: Teachers have taken the decision to design the curriculum based on the nature of the course. According to the nature of the course, different activities were planned and implemented, like workshops and group activities. 2. Individual differences: Teachers influenced the curriculum practises based on the individual differences of the students. Based on the support of the college, the faculty were able to contribute to the curriculum practises. 1. Developing Certificate Courses 2. Developing self-regulated MOOC 3. Developing innovative practises like team teaching, the flipped classroom, etc. 4. Course development for the value-added course
3	Do out-of-classroom activities (co-curricular activities) complement the curriculum to achieve the desired Program Outcomes, Program Specific Outcomes an Course Outcomes?	Yes. Co-curricular activities complement the curriculum. Different CCA activities and extension activities were planned and implemented to enrich the curriculum. The following activities were regularly planned and organised as a part of out-of-classroom activities. 1. Online Community Service Program 2. Online Co-curricular Activities 3. Online Student Council activities 4. Online Pedagogy Club Activities 5. Online Celebration of various festivals All these programs reflected the Program and Course Outcome.
4	Do you educate the students regarding the reasoning behind the integration of curriculum and co-curriculum, to achieve the specified learning outcomes?	Yes. The institute rigorously planned an orientation programme to integrate the value of curricular and co-curricular activities among student teachers. In order to facilitate the efficient organisation of curricular and co-

		curricular activities, the institute systematically planned the academic calendar and implemented the activities according to the academic calendar's planning. Orientation Sessions are as follows: 1. Online Induction Program 2. Online Internship Orientation 3. Online Community work Orientation 4. Online Co-curricular Activities Orientation 5. Online Student Council sessions 6. Online Campus Placement Program 7. Online Mentoring program

Documentation:
- Relation of POs, PSOs and COs with curriculum (or vice versa)
    1. NCTE Two Year Framework: https://ncte.gov.in/website/regulation.aspx
    2. National Curriculum Framework for Teacher Education: https://www.ncte.gov.in/website/PDF/NCFTE_2009.pdf
    3. B.Ed. Two year syllabus: https://www.sxie.info/Uploadedfiles/fckeditor/file/Academic%20Calendar/B_Ed%20Academic%20HANDBOOK%20%202021-22.pdf
    4. Program Outcomes, Program Specific Outcomes and Course Outcomes: https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes
- Induction program for students to explain curriculum and departmental activities: https://www.sxie.info/2021/INDUCTION%20PROGRAM%202021-22.PDF
- Teachers' contribution to curriculum design and enrichment.
    1. Value Added Course on Computers in Education – Developed by Dr.Bijoy K Thomas : https://www.sxie.info/2021/Value%20Added%20program%202021-22.pdf
    2. Action Research Enrichment Course - Developed by Ms. Kalpana Chavan and Dr.Bijoy K Thomas: https://www.sxie.info/2021/ACTION%20RESEARCH%20ENRICHMENT%20PROGRAM%20BT%20KC%202021-22.pdf
    3. MOOC : Quality Digital Education for Lifelong Learning : Developed by Dr.Bijoy K Thomas: https://www.sxie.info/2021/MOOC_brochure.pdf
    4. MOOC : Basics In Teaching and Learning Dynamics : Developed by Dr.Vini Sebastian: https://sxie.info/2022/MOOC_Basic%20Teaching.pdf
    5. MOOC - Action Research for Quality Education: https://www.sxie.info/2022/MOOC%20brochure.pdf
    6. Ignatian Pedagogical Paradigm : Education For Transformation: Developed by Dr.Geeta Shetty and Dr.Vini Sebastian: https://www.sxie.info/2021/IPP_certificate_course_FINAL.pdf
    7. Swayam Course: https://www.sxie.info/2021/Teaching%20Learning/Swayam%20Course%202021-22..pdf
    8. Campus Placement- https://www.sxie.info/2021/Campus%20placement%20report%20and%20Minutes.pdf
- Co-curricular activities and how they complete the learning process.

1. Community Service: https://www.sxie.info/2021/COMMUNITY%20WORK%20SEM%201%20%26%20SEM%204%20%282021-22%29%20%281%29.pdf
2. Dhan Gyan: A Financial Literacy for an Empowered Nation: https://www.sxie.info/2021/Report%20Green%20Literacy..pdf
3. Co-curricular Activities: https://www.sxie.info/2021/CCA%202021-22_1.pdf
4. Health Cell Session - Oral and Dental Care: https://www.sxie.info/2021/Oral%20hygiene%20and%20dental%20care.pdf
5. Yoga Day: https://sxie.info/2022/Yoga_flyer.pdf
6. Theatre Workshop: https://www.sxie.info/2021/Theatre_Workshop_Flyer.pdf

Observations:
The faculty members had taken good initiatives to develop the curriculum in alignment with the PO, CO, and LO of the course. The curricular activities were aligned with UGC, NCTE, and university guidelines. The academic calendar and activities could have been redesigned to reflect the PO of the course. The college provided various opportunities for the teaching faculty to design and implement the curriculum. Teachers were involved in the development of classroom teaching-learning activities, certificate courses, MOOCs, value-added courses, etc. The outcomes of various activities were explained to the students through the induction program, orientation programs, and mentoring initiatives. Diverse curricular activities were planned and organised by the college.

Recommendations :
- *But a deliberate effort is required to connect various curricular activities with the PO of the course is recommended.*
- *The college can offer more value-added courses and encourage students to take Swayam courses.*
- *Library :A specific yearly plan of library activities could have been planned and initiated by the Library Committee with expected and actual outcomes achieved . Motivate students and teachers to use library, electronic journal, and N-list resources.*

IV. Teaching-Learning Process

1	Do you effectively design and deploy teaching methods to improve student learning and mastery throughout the program, and use appropriate conventional and technology-enhanced instructional materials/methods?	The institute effectively design various instructional techniques to improve student learning and mastery throughout the program. Some of the various teaching methods adopted by the faculty were as follows. 1. Collaborative learning environment 2. Multimodal teaching strategies 3. Hybrid class 4. Self-regulated activities 5. Encouraging students to participate in Swayam and MOOC 6. Organize Value Added Program The faculty also effectively integrates technology in the teaching and learning process. The learning management system was utilized effectively to transact the content. The following online tools are integrated for the purpose of teaching. 1. Google classroom 2. Online tools 3. Discussion forum tools 4. Evaluation tools
2	Do you regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials?	The institute regularly evaluates the effectiveness of teaching methods in various ways. 1. Discussion in the staff meeting 2. Feedback from students 3. Performance of the students in the class test and internal evaluation. 4. IQAC and CDC meeting discussion 5. Mentoring program
3	Are program Examination/Evaluation results reviewed on a regular basis and teaching methods are modified accordingly to improve student learning?	The institute reviewed the student's performance on a regular basis. The coordinators examined the results of the internal assessment and the teaching marks for the internship practice. Remedial instruction classes were conducted for the students in the lower academic grades.
4	Do you regularly engage in Professional development that enhances your teaching, scholarship	Through participation in programmes for professional development, educators have the opportunity to broaden their expertise in a variety of subject areas. Curriculum and teaching, differentiating instruction, and reflective practise are just a few of the many areas where teachers and students benefit from professional development. The following are some of the professional development opportunities available to teachers: 1. Regular faculty development session 2. Opportunity to apply for Research Project 3. Library facility 4. Inter-Library loan 5. N List facility

| | | 6. Participate and organize various seminars |
		7. Allowing the faculty to participate in the FDP
5	Do you, in consultation with your students, actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution?	In order to promote a scholarly environment in the institution, the institute adopted various strategies like 1. Promote the use of Library 2. Accessibility to N List and other e journals 3. Self-regulated learning plan 4. Upgraded technology facility 5. Use of OER and other open resources as a part of references 6. Create collaborative environment in the classroom teaching process 7. Expert talk on various topics 8. Opportunity to upgrade themselves with MOOC and Swayam Course 9. Provide value added course – Computers in Education and Action Research Enrichment program.
6	Are your roles and responsibilities regularly assessed and appropriately distributed to support student institution?	Roles and responsibility of the teaching faculty are distributed to cater maximum individual attention to the students. Responsibility of teachers are designated based on the following ways 1. Portfolio wise distribution 2. Course wise distribution 3. School internship group 4. Pedagogy Club 5. Community work centre 6. Lesson coaching group 7. CCA and Action research group 8. Mentoring group Thus teaching faculty are able to focus on a small group of students.
7	Do you have a mentoring system to adequately orient and advise within the department?	A structured e-mentoring system was adopted by the institution. The students were divided into small group. Each group was allotted a Mentor, usually a teaching faculty. Monthly e-mentoring meetings were held. In each meeting some specific agenda points were discussed and at the same time, students can express the challenges faced by them. Guidance and motivation were given to the students by the mentor.

Documentation:
- Methods of teaching-learning and statement of how they are suited for the class being taught.
    1. Multimodal Teaching: https://www.sxie.info/2021/Teaching%20Learning/Combined%20Multimodal%20instruction_BT.pdf
    2. Self-regulated Learning:

- o https://www.sxie.info/2021/Teaching%20Learning/Self%20Regulated%20Learning%20CORE%20COURSE%201%20%28CC%201%29%20CHILDHOOD%20AND%20GROWING%20UP.pdf
  https://www.sxie.info/2021/Teaching%20Learning/LAC%20-%20TASk%20-SRL..pdf
  - o Swayam Course:
    https://www.sxie.info/2021/Teaching%20Learning/Swayam%20Course%202021-22..pdf
  3. Learning Management System: www.sxie.in
  4. Online Tools:
    - o https://www.sxie.info/2021/Teaching%20Learning/Wordwall.pdf
    - o https://www.sxie.info/2021/Teaching%20Learning/ICT%2020%20INTEGRATION%20IN%20LESSONS.pdf
  5. Staff meeting minutes : https://www.sxie.info/2021/Teaching%20Learning/Sample%20Staff%20meeting%20Minutes%20.pdf
  6. Library Initiatives : https://www.sxie.info/2021/Library%20Initiatives%20Report%2021-22.pdf

- Feedback from students regarding teaching of courses (Feedback analysis on teachers).
  1. Campus placement feedback: https://www.sxie.info/2021/Campus%20Placement%20Feedback%20Form%202021-2022.pdf
  2. Mentoring Feedback: https://www.sxie.info//2021/Mentoring%20Feedback.pdf
  3. Parent feedback https://www.sxie.info/2021/Feedback%20March%202022%20Parent%20Interact%20MAR.pdf
  4. Student Feedback: https://www.sxie.info/2021/COURSE%20WISE%20FEEDBACK-%20F.Y.%20%28SEM-I%29.pdf
  5. SWOT analysis : https://www.sxie.info/2021/SWOT%20ANALYSIS%20FORMAT%202021-22%20FY%20%28SEM-I%29%20%281%29.pdf
  6. Community Service Feedback: https://www.sxie.info/2021/COMMUNITY%20WORK%20RESOURCE%20MOBILISATION%20MARCH%202022%20BUDDY%20SYSTEM.pdf
  7. Internship Feedback from School Principal: https://www.sxie.info/2021/Internship.pdf
  8. Sample Co-Curricular Activities Feedback: https://www.sxie.info/2021/Feedback%20Workshop%20on%20Theatre%20Art%20-%20Jointly%20organized%20by%20SXIE%20and%20Dept%20of%20Academy%20of%20Theatre%20%2C%20University%20of%20Mumbai%20-%2029th%20March%202022.pdf

- Professional Development Programs (other than Orientation and Refresher Courses) attended by teachers and their reports on how they have benefitted.
  1. Staff development Program: https://www.sxie.info/2021/Staff%20Development%20Report%202021-2022%20%281%29.pdf
  2. Sample Document of Staff development Program: https://www.sxie.info/2021/Teaching%20Learning/Staff%20presentation%20VS.pdf
    Mathematics Webinar
    https://www.sxie.info/2021/FINAL%20WEBINAR.pdf

3. Individual Professional Development:
   https://www.sxie.info/2021/Teaching%20Learning/_SWAYAM%20KC%20Refrsher%20%20certificate.pdf

- Students' Results Analysis and steps taken improvement of student's performance.
  1. PO -CO Analysis : https://www.sxie.info/2021/PO-CO%20calculations.pdf
  2. Analysis of Result - Practicum Vs Semester End Examination -
     https://www.sxie.info/2021/Teaching%20Learning/Analysis%20of%20Result%20-%20Practicum%20Vs%20Semester%20End%20Examination.pdf
  3. Remedial Instruction:
     https://www.sxie.info/2021/Teaching%20Learning/Remedial%20for%20Knowledge%2C%20Science%2C%20Educational%20Management.pdf

- Programs organized involving persons from college and outside of college for additional knowledge gain for faculty and students.
  1. Strategies And Solutions For Boosting Mathematics Learning:

     https://www.sxie.info/2021/Math_Webinar.pdf

  2. Assimilating, Implementing Disseminating the Universal Apostolic Preferences:
     https://sxie.info/2021/UPA_National_Level_Workshop.pdf
  3. NEP 2020: Perspectives And Implications:
     https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202021-22/NEP%20Webinar_SXIE_Sep%202021.pdf
  4. Transformational Education in the Ignatian Quincentenary:
     https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/Webinar%20series%20on%20Transformational%20Education.pdf
- E- Mentoring and Counselling process:
  1. https://www.sxie.info/2021/Mentoring%20Combined%20file.pdf
  2. https://www.sxie.info/2021/Report%20of%20counselling%20sessions%20for%20students%202021-22.pdf

Observation:
Faculty members adopted diverse teaching methods for the content transaction. Multimodal content teaching methods, a self-regulated learning approach, various online tools, and collaborative learning experiences were planned and implemented by the faculty members. Faculty and students both used the Learning Management System (G Suite for Education) effectively. The institute supported the students' participation in the Swayam course and MOOC program. The Institute adopted a continuous monitoring mechanism to check the effectiveness of its teaching methodology. The results of internal and external assessment activities were analysed, and some initiatives were taken to support the students who were low in their performance through remedial instruction. The college supported the faculty members' efforts to update themselves with innovative teaching methodologies. The monthly staff development programme provided an opportunity for faculty members to share their learning experiences, innovative teaching methods, or research methods with other faculty members. The college also supported the faculty members' efforts to upgrade their knowledge by encouraging them to attend FDPs, MOOCs, and webinars.
Recommendations:
- *Documentations of Multi-modal and diverse teaching methods can be projected as repository or collection for teacher training workshops.*
- *Self-regulated approach 's feedback and outcome to be assessed.*
- *Sharing of the updated knowledge and skills can be continued in the staff meetings or faculty development programs*

V. Student Learning Assessment

1	Are the students' University results improving over the last 5 years?	Yes. The analysis of the results have shown that there has been an improvement in the results of the students in terms of grade and marks
2	Is Internal Assessment (college exams) Comparable with External Assessment (University Exams)?	Yes. Following the University exam pattern the examination was conducted . The question paper was made on the same paper pattern, therefore, the assessment is comparable.
3	Do you assess students internally in any way other than that prescribed at the University level?	Yes. Students were given open book assignments and small tasks in the class to finish and achieve the learning outcome.
4	Do you review examination results and take corrective measures to implement your teaching-learning practices?	Yes. Every semester result and internal assessment marks are analysed and list for remedial teaching is made. the diagnosis is done for such students and accordingly teachers prepare their instructions for remedial.
5	Do you feel that the present assessment procedures need to be reviewed for improvement?	Yes . It is important to review the ongoing system of assessment to include the updated techniques.

Documentation
- Review of results annually and corrective measures suggested to teachers in subjects where students have not performed well.
- Comparison charts for Internal and External (University) results/Marks for each course.
- ✓ https://drive.google.com/file/d/1ZBcoon6qU5s71rT6YKo0Gx8zDXj6xSlt/view?usp=share_link
- ✓ https://drive.google.com/file/d/1s4OC4CIkeyDZetbcRaVFjbkdswL8z_xn/view?usp=sharing
- Methods of Internal Assessment other than that prescribed/used for University Examinations. ,
  - ✓ Remedials List.pdf PDF (google.com),
  - ✓ https://drive.google.com/file/d/185fjLsOFVtWeLvBr4PvUTctFTynbWsw/view?usp=drive_web&authuser=0
  - Rubrics of Various Practicum
    - ✓ https://drive.google.com/file/d/1uCDkoEbASuBJrqX_iHNwk8tUcjvk7jLf/view?usp=share_link
  - Variations in assessment and improvement done for the same **https://drive.google.com/file/d/1jvnxBac66LcggC7Hz71_NMlwxMZl5gs/view?usp=share_link**
  - Teacher Feedback for the opinion on curriculum and its application https://drive.google.com/file/d/1zh4KOOiGk-KlElFFt4PeVkw57zGnZARK/view?usp=sharing

Observation:
The university pattern for exams were followed and students were made aware of the same. The learning outcome were set and accordingly students were provided class tasks to evaluate the learning outcome. It was observed that the small classwork did bring improvement in the learning of the students and also helped them to strategies their learning schedule.
Recommendation:
- *There could be some fixed class activities to acclimatize the students with the learning outcome and their own progress*
- *Students could be given self evaluation questions for each of the tasks and other internal assessment work.*

VI. Research

1	Do you support a research environment in the department?	Yes. The Institute supports and promotes research culture among the faculty and students. Research activities, doctorate study, paper presentations, and engagement in seminars and workshops are some of the ways in which faculty members keep themselves up to date with the latest developments in their fields.
		Various activities conducted in the last academic year that promoted research culture were as follows:
		a. Research Projects completed by the students
		Student teachers are encouraged to do research on topics related to various educationally relevant topics. Student teachers complete action research projects as per the course criteria. Some of the action research projects are interdisciplinary level. Action Research projects get extensive supervision, and a significant amount of time is allotted to them in the time schedule.
		b. Faculty Development Programmes
		Faculties participating in Faculty Development Programs are encouraged to meet and discuss about their own research projects, book reviews, and other educational topics. Faculty development program is conducted monthly.
		c. Ph.D. Centre
		Currently total 12 Ph.D. scholars are doing their Ph.D. degree under the guidance of -
		✓ Dr. Geeta Shetty – 5 students
		✓ Dr. Vini Sebastian – 3 students
		✓ Dr. Bijoy Thomas – 4 students
		d. Pursuing Ph.D. Degree
		One staff Librarian submitted her Ph.D. thesis in December 2021 and currently two teaching faculty are pursuing their Ph.D. from University of Mumbai
		e. SXIE Research journal
		The institute published research journal to promote publication of article from various faculty. the details of the 1st issue of journal published are as follows –
		Xavierian Journal of Educational Practice – A Peer Reviewed Interdisciplinary Journal
		Volume 1 Issue 1 March 2022

		f. **Research cell activity**
		Research cell organises research enrichment activities for student teachers. Research Enrichment sessions were organised for benefitting students' higher education and/or for employability benefits.
2	Are your research efforts socially relevant?	The institute promotes research topics that are relevant to current trends in education and it is socially relevant. The research projects undertaken by faculty and students are need of the hour. The Institutional Research topic is related to stress and anxiety among school students.
3	Have your research efforts contributed to emerging trends in research?	Yes. The institution conducts study on current educational trends. Current research initiatives focussed on technological trends, massive open online courses, and novel pedagogy. The outcome sheds light on current advancements in school courses and instructional methods.
4	How effectively do you interface with the campus and system-level infrastructure available to support your research activities and competitiveness as an academic program.	The institution has made the best possible use of existing facilities to assist staff and students in doing research. The faculty and students of the were constantly supported by the institute by providing them with the best possible infrastructural facilities for the advancement of academic and research activities. For reference, the library offered services such as Ph.D. theses, dissertations, research encyclopaedias, periodicals, and research projects. Due to Covid-19 situation the institution provided online research resources such as e-journals, open learning materials in the field of research, access to the N List and research review collections, the information for which with details were posted by the librarian on the LMS on weekly basis . Faculty and student at the institution could also use the library's LAN system to access its contents. Access to the college library's free wireless internet was provided to faculty and students in both the computer lab and the staff room. Students and professors could also make use of low-cost printing services. The institution encouraged faculty members to participate in research-based workshops or training programmes organised by the Departments and/or the University level, as appropriate.
5	Does the college/department conduct programs for informing teachers and students regarding the opportunities of external funding for research?	Yes. The college passes on any notice or circulars received from the source of funding agencies like UGC, University , or any other local or national level bodies. The circulars were either displayed on the

		notice and bulletin boards or were sent via email to the faculty members and students as relevant .
6	Does the college/department conduct programs on research proposal writing and project management for teachers and students?	Students and faculty were encouraged to do action research, present and publish papers on many elements of teaching and learning at the Institute of Education. Students, in their undergraduate level for action research projects, were given extensive instruction with an Action Research Enrichment Program conducted and a significant amount of time was allocated for them in the time table to finish their project and submit . Action Research Enrichment Program enabled them to write research proposals, research report, analysis of data etc. If needed, assistance was provided to faculty members in the preparation of research projects and proposals.
7	Does the faculty in the department/college have sufficient competitive expertise to obtain a significant amount of external research funding?	Yes. The faculty does apply for research funding and are also receiving funds from various funding agencies . For the year 2021-22 there was though no research proposal submitted or approved as the year was a pandemic year and there were any funding for research available.
8	Does the Funding for research from external sources contribute to a measurable level towards the departmental budget?	No, Funding for research project from the external source do not contribute much towards the departmental budget.

Documentation:

Staff Presentations of Research/ Conceptual Paper:
Notice for paper presentation: https://drive.google.com/file/d/1ItaAxPoMn1nPCG6txO8OQ7U-AtPKUcCK/view?usp=drive_web&authuser=0
- ✓ **https://drive.google.com/file/d/1cH5FJ2qQCMKu5WN9CfbkblWO65_RYVAr/view?usp=drive_web&authuser=0**
- ✓ **https://drive.google.com/file/d/160ArPCjBVq8HWsaHiVxHWRundCIsGJuk/view?usp=drive_web&authuser=0**
- ✓ https://drive.google.com/file/d/1pWqRkxtWq8S4UgWC_VOSymyMrd-tuMMl/view?usp=drive_web&authuser=0
- ✓ https://drive.google.com/file/d/17269_kwAJnJHzALUM-LDSZdFCVT2k6Wx/view?usp=drive_web&authuser=0

Teachers research output (Projects, Publications and Patents)
Dr. Geeta Shetty
- A Metacognitive Perspective of Triple Loop Learning - Xavierian Journal of Educational Practice – Peer Reviewed Interdisciplinary Journal , Volume 1, Issue -1, March, 2022

Dr.Vini Sebastian

- Context of the Learner – Precursor for Teaching , Journal - Ignatian Sparks -A Road Map for Holistic Education, Editors – Mourlin K. S.J., Ipsita C. Patranabis, Antara Ghatak, AN Initiative by St. Xavier's University, Kolkata
- Open Pedagogy for Enrichment and Transformation, Xavierian Journal of Educational Practice – Peer Reviewed Interdisciplinary Journal , Volume 1, Issue -1, March 2022

Dr. Elvina Pereira
- Waste Management: Creating A Culture For Sustainable Development A Case Study Of St. Xavier's Institute Of Education, Mumbai - International Journal of Advance and Innovative Research, Volume 8, Issue 4 (VI) October - December 2021

Dr. Shadab Paloji
- Shadab Paloji (May 2022) - A Study Of The Impact Of Screen Time On The Social And Emotional Life Of Students - Educreator Research Journal, May -June 2022/ Volume IX Issue III- ISSN: P-2455-0515 E- 2394-8450,
- A Study of Impact of Mentoring on Trainee Teachers Coping with the B.Ed. Course - Xavierian Journal of Educational Practice– XJEP Vol. No.1, Issue 1, March 2022. Peer Reviewed Interdisciplinary Journal

Ms. Kalpana Chavan
- Research Skills in Teacher Education Program- A Qualitative Study, Skill sets of 21st Century in Higher Education , Amitesh Publishers & Co. June 2021, ISBN – 978-0-557-94532-0
- Methodology of Constructing an Academic Calendar for Higher Educational Institution in India- Skill sets of 21st Century in Higher Education , Amitesh Publishers & Co. June 2021, ISBN – 978-0-557-94532-0
- Development of Virtual Collaborative Resource Sharing Model in Teacher Education Program, Arhat Multidisciplinary International Education Research Journal , Jan-Feb 2022, ISSN- 2278-5655, SJIF – Impact Factor – 8.169

Ms. Nishi Kumar
- The Relationship Between Online Teaching- Learning on The Mental Health of Bachelor of Education Students, Aayushi International Interdisciplinary Research Journal (AIIRJ) Monthly Journal 2016),VOL VIII, August 2021, Peer Review e journal Impact factor 7.149, ISSN 2349-638x
- https://drive.google.com/file/d/1eMoTcB3rp2bWUnrJ3PzU-dZNL3Gl6ma_/view?usp=drive_web&authuser=0

Dr. Bijoy K Thomas
- Design Thinking Pedagogical Framework, Journal- Skill sets of 21st Century in Higher Education , Amitesh Publishers & Co. June 2021, ISBN – 978-0-557-94532-0
- Investigating Teaching Career Choices and Perception towards Teaching Profession among Student Teachers - Xavierian Journal of Educational Practice– XJEP Vol. No.1, Issue 1, March 2022. Peer Reviewed Interdisciplinary Journal
- **https://drive.google.com/file/d/1KsK6nO4RKz4RCxy9Lhc6gicuw5gxGu2p/view?usp=drive_web&authuser=0**
- https://drive.google.com/file/d/17kJq_Fc56DB-BIyoKS_Ll9qYvajHxLQU/view?usp=drive_web&authuser=0

Dr. Meena Suryavanshi
- Research Paper Published "Capacity Building Of Library Professionals With Organisational Knowledge & Conflict Resolution." In 'Aarhat Multidisciplinary International Education Research

Journal (AMIERJ)' Peer Reviewed Journal : Volume-X, Issue-IV, July-August 2021. ISSN-2278-5655. 66-77p., International & Peer Reviewed Journal

- Research Paper Published "Exploring The World Of Information Literacy: The Essentials For A Progressive Society." In 'New Frontiers In Education' Peer Reviewed Journal : Volume-54, Issue-3, July-September 2021. 0972-1231. 87-93p., International & Peer Reviewed Journal

Research facilities available on campus and how effectively they are used.
   a. Library facilities : https://ww2.sxie.info/sxie-academics/library
   b. N List Subscription : https://nlist.inflibnet.ac.in/
      http://www.google.com/url?q=http%3A%2F%2Fnlist.inflibnet.ac.in%2F&sa=D&sntz=1&usg=
      AOvVaw25CQ6J8VeeLlQFaFWEwrEU
   c. Four E Journals subscription : https://ww2.sxie.info/sxie-academics/library/e-journals-e-
      books
   d. Library details : https://ww2.sxie.info/sxie-academics/library
   e. Thesis collection : Offline Mode
   f. Web OPAC facility for remote access : https://ww2.sxie.info/sxie-
      academics/library/webopac
   g. E references library : https://ww2.sxie.info/sxie-academics/library

Research Room
   a. Research room for Ph.D. students and guide :
Reprographic facilities
   a. Reprographic facilities : https://ww2.sxie.info/about-us/facilities
   b. Scan facilities
E-Resource
   a. E resources : https://ww2.sxie.info/sxie-academics/library/e-newspapers-periodicals
Computer and technology availability
   a. Computer lab with internet facilities for students and faculty : https://www.sxie.info/Infrastructure/Annexure-10_Computer_lab_equipments.pdf
   b. Individual computer facilities given to each faculty with internet facilities
Psychology Laboratory
   a. This Laboratory contains the necessary equipment and material for psychological tests and experiments. : https://www.sxie.info/Infrastructure/Annexure-
      8%20Psycho_Lab_Resources.pdf

Observation:
The institute has set pattern to train the students for research through various workshop for enrichment in research knowledge and some exposure is given by calling experts for research talks. Staff and students are occupied in research work through action research to be conducted by the students and some funded research project and Ph.D. work by the staff. The deliberations on various research trends and areas are also conducted from time to time and staff is encouraged to take up research work .

Recommendation:

- *Some monetary assistance in the form of seed money can be given to staff for better engagements in research work.*
- *Students can be motivated for action research during internship when they have the scope to be with the school students.*
- *There could be some faculty development program conducted on research new trends and writing qualitative proposals.*

VII. Support for Quality Education

| 1 | Do you evaluate supporting ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda? | Ancillary functions to support the program outcomes are as follows:
1. Online Counselling
Institute support the students and faculty to achieve program outcome by providing counselling service.
2. E-Mentoring
Mentoring program consisted of allotting 5-6 students under a mentor teacher for understanding the students' views, opinions and grievances on a particular theme. The mentor could give suggestions and advise as required.
3. Online Student Council activities
The Student Council is a body comprising of elected representatives of the F.Y.B.Ed. and the S.Y.B.Ed. class. The council was constituted through free and fair elections. The various activities conducted by the Student Council help the student community to develop leadership skills, team work etc.
4. Online Workshop and seminars
Various workshop and seminars were organised for student teachers to support their learning process.
5. Online Action research enrichment program
Research enrichment program was organised for developing the research competencies.
6. Online Certificate courses
Students are encouraged to attend Certificate courses and MOOC organised by the institution. Swayam courses are also promoted.
7. Technology facilities
Every sphere of theoretical and practical activity was depended on technology due to pandemic . Students were constantly informed, and faculty members used practical application of technology in novel ways. Students were encouraged to utilise technology in a variety of ways, including lesson preparation, reference, co-curricular activities, and even while delivering lectures, seminars, and paper presentations.
Computers at the library and labs, Wi-Fi, N List, and open educational resources were all made available. The library's digitization encouraged faculty and student to utilise ICT to access teaching and learning materials.
The learning management system (LMS) and the college website were the platforms used to upgrade any information . Technology became the mode of communication even in networking with university, other institutions, and schools . |

		8. **Library facility**
		In order to meet the needs of students, the library upgraded its resources, altered its operating hours, added additional text books from other boards, and added periodicals and reference materials. Digitization of library was also done and online the resources are available.
		9. **Sports and Gym equipment**
		A multifunctional lounge with a mini-gym and the required equipment to host club events and indoor games is housed inside it. As in the latter months of 2021 and start of 2022 the institution started reopening physically a variety of sporting equipment were made accessible for both indoor and outdoor activities. Any free time was productively used with the help of a little gymnasium, sports equipment, and musical instruments. The institution provided indoor facility as chess, carrom, scrabble, table tennis, and in-house relays in addition to outside sports.
2	How does your budget promote or restrict your ability to implement quality improvement/enhancement initiatives?	The budget from Finance bodies were limited which restricted the ability to implement quality initiatives in the field of research yet personal initiatives were taken by all the staff to conduct some research projects.
3	Do you engage your students, alumni and other stakeholders to support a high quality, sustainable academic program?	Student teachers are encouraged to support quality education. Different programmes organised with the support of students are
		1. **Online Student council**
		All the student council activities were organised online due to pandemic situation with the support and involvement of students.
		2. **Online meet with Alumni and Parents**
		Input from stakeholders including parents, alumni, ensured that the variables that support quality were maintained and any barrier to quality was taken care of so that the best practices of the institution could be managed .
		College conducted monthly sessions rendezvous on various education related topics with the support of alumni members. Parents meetings were also conducted by the institution regularly. Parents of newly enrolled students and the existing batch were inducted into the Institutes code of conduct.
		Parents presented their views and suggestions regarding their role in supporting the values and code of conduct of the college.
		Even during the lockdown institute took upon itself to educate the alumni with regards to e-learning, online tools, setting up LMS through its certificate courses.
		3. **Online Feedback**

		The feedback from the various stakeholders made changes in making the self-assessment rating scale more environment friendly by making it online, the learner profile was analysed and connected to various activities like mentoring, understanding students' difficulties, modifying the curriculum, giving feedback for improvement of understanding.
		4. Online workshops and Extension Activity
		Waste Management in collaboration with the NGOs made student-teachers aware of the different approaches to waste and its reuse and recycling. Students individually were involved with the Swatchch Bharat work
		Besides above activities, the students were a part of IQAC and College Development Committee.
4	Do you make special efforts to ensure placement of your graduating students into industry/research/other jobs?	Yes. For the purpose of placement, Online Pre-Campus Placement and Online and Offline Campus Placement Programmes were conducted. The Online Pre-Campus activity was to orient the students regarding the requirements of the profession, training for interviews and demonstrations and meeting with various school heads to get adequate information regarding the industry and their requirements. It was conducted online and for the Campus Placement activities schools from in and around Mumbai outside Mumbai and Internationally placed schools were invited to conduct job interviews online as well as offline and select students for the job.

Documentation:
1. **Counselling** –
   https://drive.google.com/file/d/17I6y1RioGQ6zn5qnz_gtd2YCvZ2qvrDO/view?usp=share_link
2. **Mentoring** -
   https://drive.google.com/file/d/1jiBAsg4kJHhWbAtzf6XCyQFKhkC2eiAF/view?usp=share_link
   https://drive.google.com/file/d/1Ljb84ScfC1Q2U2LaLV114CSWsAvdvBi6/view?usp=share_link
   https://drive.google.com/file/d/1Ljb84ScfC1Q2U2LaLV114CSWsAvdvBi6/view?usp=share_link
   https://drive.google.com/file/d/1Ljb84ScfC1Q2U2LaLV114CSWsAvdvBi6/view?usp=share_link
   https://drive.google.com/file/d/1jiBAsg4kJHhWbAtzf6XCyQFKhkC2eiAF/view?usp=share_link
3. **Student Council activities**
4. **Workshop and seminars**
   https://drive.google.com/file/d/1YwJaa-K2rJ0FGSVT60KPIvAMaNG3nORR/view?usp=drive_web&authuser=0
5. **Action research enrichment program**
   https://drive.google.com/file/d/1tGrVMSoL5pOhCtexA-Y8I728fUIvhxGE/view?usp=drive_web&authuser=0
   https://drive.google.com/file/d/1N4GukNvBVUMut4dCUwssQaGZZIgGn6_R/view?usp=drive_web&authuser=0
6. **Certificate courses/ Value added Courses / Swayam Courses**
   https://drive.google.com/file/d/1AT8B0RpFYR32QvLI6iLFvPyldNrEC0HK/view?usp=drive_web&authuser=0

https://drive.google.com/file/d/1BwdvjDALfTX197iOuY7PPanQg3FeXEoI/view?usp=drive_web&authuser=0
https://drive.google.com/file/d/16R7e_JfZmyD4OHLum9hQ0YiIYgsBYoeZ/view?usp=drive_web&authuser=0
https://drive.google.com/file/d/1cPpRhFNqHASsTtyz_9kFtdZG9p4PDma/view?usp=share_link

7. **Extension Activity –**
   http://www.google.com/url?q=http%3A%2F%2Fwww.sxie.info%2FUploadedfiles%2Ffckeditor%2Ffile%2FIQAC%2FBest%2520Practices%2F2020-21%2FWaste%2520Management%2520New%2520Initiatives%2520%25202020-2021.pdf&sa=D&sntz=1&usg=AOvVaw3PP6Rfj6UNXmDSgxELdOXH

8. **Campus Placement :**
   https://drive.google.com/file/d/1eyJWiFl64ZSieFoUjwbmFqbX0JQMZ9aw/view?usp=drive_web&authuser=0

List of facilities (Library, office, sports, etc.) for overall development of student performance towards global citizenry.

9. **Library facility**
   i. Library facilities : https://ww2.sxie.info/sxie-academics/library
   ii. N List Subscription : https://nlist.inflibnet.ac.in/
      http://www.google.com/url?q=http%3A%2F%2Fnlist.inflibnet.ac.in%2F&sa=D&sntz=1&usg=AOvVaw25CQ6J8VeeLIQFaFWEwrEU
   iii. E Journals subscription : https://ww2.sxie.info/sxie-academics/library/e-journals-e-books
   iv. Library details : https://ww2.sxie.info/sxie-academics/library
   v. Thesis collection : Offline Mode
   vi. Web OPAC facility for remote access : https://ww2.sxie.info/sxieacademics/library/webopac
   vii. E references library : https://ww2.sxie.info/sxie-academics/library

10. **Technological Facilities**
    Research room for Ph.D. students and guide :
    Individual computer facilities given to each faculty with internet facilities
    Reprographic facilities: https://ww2.sxie.info/about-us/facilities
    E-Resource: https://ww2.sxie.info/sxie-academics/library/e-newspapers-periodicals

11. **Classrooms**
    - Multipurpose halls : 2
    - Classrooms : 5
    - **Lab**
        - Science and Mathematics Resource room
        - Science lab
        - Psychology lab
        - Computer lab
    - **Conference room**
    - **Auditorium**
    - **Boys and Girls rest room**
    - **Counselling room**
    - **Principal and Administrative rooms**
    - **IQAC office**
    - **Arts and Music room**
    - **Examination room**
    - **Guest faculty rooms**
    - **Pantry**
    - **Sports equipment list'**

- **Teaching aid resources list**

- Feedback and suggestions on improvement of program quality from Alumni, Parents, Employers and students.
https://drive.google.com/file/d/1JArw6x9VTbW6qRhYonwYpagicezbJVqV/view?usp=drive_web&authuser=0

https://drive.google.com/file/d/15B5pqbBgw2eSkDdSL8cSwu7qSOd1Sgdi/view?usp=drive_web&authuser=0
https://drive.google.com/file/d/1u4akD9w1lVqYNEJPqArJ2LOHH3vKcaeg/view?usp=drive_web&authuser=0
- Placement data for UG and PG students, Efforts taken and percentage of placement (Year wise).**https://drive.google.com/file/d/1eyJWiFl64ZSieFoUjwbmFqbX0JQMZ9aw/view?usp=drive_web&authuser=0**

Observation:
For the purpose of Quality Education there were various program that college took up for introducing to the students and facilitating the same for them. There was good response from students as online was easier for attending various programs . Students also wanted to come out of their cocoon that covid -19 had created for them. Students Council activities, E-Mentoring, Alumni activities including sessions on demonstration of peer coteaching, and various cultural and co-curricular activities led to good bonding amongst students and encouraged team spirit in them.

Recommendation:
- *Students could be engaged and given the onus of conducting or performing in any activities by certification and appreciation.*
- *More such collaborating programs will reduce stress and encourage teamwork .*

VIII. The Academic Audit Process

1	Was the Academic Audit process faculty driven?	Yes
2	The Academic Audit process clearly investigated all quantitative and qualitative data for the department's quality processes?	Yes
3	Were all relevant stakeholders involved in the Academic Audit process?	No
4	The Department/College could identity its SWOC profile during preparation for the Academic Audit?	Yes

Documentation:
- These questions are essentially for the Audit Team to fill in when they assess the documentation and during the site visit.
- The Department should submit its SWOC Analysis.

Follow-up from previous NAAC Accreditation Recommendations

1	Have you implemented all the quality initiatives of the department as stated in your previous self-study report?	No

2	Have you considered and implemented the recommendations of the NAAC Peer Team Report (Previous NAAC accreditation) and documented the necessary action?	Yes

- Copy of projected plans/proposed future plans (as in previous report of the department).
- Action Taken Report on the projected plans/proposed future plans (as in previous report of the department.
- Copy of previous NAAC accreditation recommendations.
- Action Taken Report on NAAC accreditation recommendations.

Some Observations : The Quality Initiatives as suggested by earlier Self-Study Report of Institution-

- *Interdisciplinary Journal started and applied for ISSN No.*
- *Completed the Institutional Research Project that was taken up*
- *More environment related activities are conducted*
- *Library maximum digitization has taken place*

The outcomes of Quality initiatives and other activities conducted in 2021-22-

- Collaborating and creating innovative ways to practice the competencies of Edu- entrepreneurs.
- Students in small group discussion created a short proposal how with each trait or competency can be deduced from the UAP of walking with the excluded, caring for earth and journeying with the youth.
- It is planned to have a follow up session to actualize the ideas into small plan of actions and if possible, conduct it during community work.
- Students were able to conduct the lessons online confidently as well offline in the peer groups
- Students were also able to use the digital media more favourably in the online mode of teaching.
- Various teaching competencies has made them more analytical in the lesson preparation and performance
- Students are able to make optimum use of the resources of library and N-List.
- Well sensitized towards planet earth and be responsible, how to nurture our common home, nature by nurturing our home, body.
- Got to know about the different UAPs comprehensively
- Importance of self-care and valuing the things we have received on Earth.
- Students could create an e-bookmarks in their unique way to demonstrate the understanding and perception of their own cannonball moments.
- A reflective response question brought out sensitive and innovative ways of making the content of the session applicable in their vocation.

PART B

Academic Audit Evaluation

Audit Team details:	
Date:	15 February 2023
Name:	Dr. Shadab Paloji
Title:	Associate Professor
Institution:	St. Xavier's Institute of Education, Mumbai 400 020
Signature:	
Date:	15th February 2023
Name:	Dr. Bijoy K Thomas
Title:	Assistant Professor
Institution:	St .Xavier's Institute of Education, Mumbai 400 020
Signature:	
Date:	15th February 2023
Name of Principal affirming the audit team	Prof. Vini Sebastian In Charge Principal St. Xavier's Institute of Education, Mumbai 400 020
Signature	

Evaluation rubric

	1. Policies	N/A	No Evident	Emerging	Established	Highly Developed
1.1	The college/department has defined appropriate policies to direct, monitor and regulate its teaching-learning and administrative processes for all stakeholders				✓	
1.2	The college/department had defined activities in accordance with the rules, regulations and norms of the government and regulatory academic bodies.					✓
1.3	The college department has an in-built structured feedback mechanism to review its deployment actions in all aspects of teaching-learning.					✓
1.4	All processes are appropriately documented and archived, and such documents are readily available for reference. All open-domain documents are available on the institutional website for information to all stakeholders.					✓

2. Learning Outcomes		N/A	No Evident	Emerging	Established	Highly Developed
2.1	The faculty has identified program and program specific learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline.				✓	
2.2	The faculty has identified core course outcomes that are clear, measurable and based on an appropriate process to identify what students need to master in each course.				✓	
2.3	The faculty contributes to an appropriate process for evaluating and reviewing program and course-level learning outcomes on a regular basis taking into account best practices, stakeholder feedback and appropriate benchmarks in the field.			✓		

3. Curriculum and Co-curriculum		N/A	No Evident	Emerging	Established	Highly Developed
3.1	The faculty collaborates/contributes regularly and effectively on the design of curriculum and planned improvements. Regular reviews of the curriculum based on best practices are taken.				✓	
3.2	The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.					✓
3.3	The co-curriculum is best aligned to the curriculum to inculcate additional skill sets in the student directed towards employability and/or research					✓
3.4	Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum.					✓

	4. Teaching and Learning Process	N/A	No Evident	Emerging	Established	Highly Developed
4.1	Teachers and regularly involved and effectively design, develop and deliver using teaching methods that improve student learning throughout the program.				✓	
4.2	Teachers promote the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives.					✓
4.3	Teachers regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials.				✓	
4.4	Examination/Evaluation results are reviewed on a regular basis and teaching methods are modified accordingly to improve student learning.				✓	
4.5	Teachers regularly engage in professional development that enhances their teaching, scholarship and practice.					✓
4.6	The program monitors student performance in its courses and uses that data to inform improvements in the program and to optimize student success.				✓	
4.7	Teachers and students actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution.				✓	
4.8	Faculty roles and responsibilities are regularly assessed and appropriately distributed across the department to support student success.					✓
4.9	All programs ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community.					✓

	5. Student Learning Assessment	N/A	No Evidence	Emerging	Established	Highly Developed
5.1	Appropriate indicators of student learning success have been established for the program.		✓			
5.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.			✓		
5.3	The program regularly conducts quality improvement measures (remedial courses, ad-on-courses, value addition course) based upon the students' assessment results (internal and External).				✓	
5.4	The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.			✓		
5.5	The program regularly provides students with opportunities to participate in co-curricular activities and /or seminars specific to the discipline outside of the classroom.					✓
5.6	Data on current students and follow-up data on graduating students, including placement data, are regularly and systematically collected and utilized for program improvement.					✓
5.7	The data of assessment of graduating students shows a positive reflection of the methods of teaching-learning implemented in the program.					✓

6. Research Environment		N/A	No Evidence	Emerging	Established	Highly Developed
6.1	The department/college effectively communicates the program's research environment, values, and priorities to current and prospective students and other audiences.				✓	
6.2	The program engages graduate students in inquiry and contemporary research in collaboration with the faculty.					✓
6.3	The program strives for sponsored research funding at comparable levels with other departments within the institution and across peer institutions				✓	
6.4	The program ensures that teachers are consistently informed of external funding opportunities as well as the availability of assistance in areas such as proposal writing and project management.				✓	
6.5	The program demonstrates sufficient depth and breadth in research expertise to enable competitiveness in the external funding arena.			✓		

	7. Support	N/A	No Evident	Emerging	Established	Highly Developed
7.1	The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources.				✓	
7.2	The program's operating budget is consistent with the needs of the program.				✓	
7.3	The program has a history of enrolment and graduation rates sufficient to sustain high quality and cost-effectiveness.					✓
7.4	The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.			✓		

	8. Academic Audit Process	N/A	No Evident	Emerging	Established	Highly Developed
8.1	The Academic Audit process was faculty driven.				✓	
8.2	The Academic Audit process (Self Study and site visit) included descriptions of the program's quality processes.				✓	
8.3	The Academic Audit process resulted in a thorough description of program strengths and program weaknesses as well as a prioritized list of initiatives for improvement.			✓		

9. Follow-up of Previous Audit (NAAC)		N/A	No Evident	Emerging	Established	Highly Developed
9.1	There is documented evidence that the program has implemented the plans of its initiatives for improvement cited by the faculty in the previous self-study report including any changes to those initiatives for improvement.				✓	
9.2	There is documented evidence that recommendations made by the Academic Audit Team have been considered and, when feasible and appropriate, implemented and tracked.				✓	

Academic Audit

Commendations, Affirmations, and Recommendations

<u>**Commendations**</u>

Total Number of Commendations | 7 |

Commendation #1 –
Technology Enabled Classrooms and Learning Management System was utilized effectively.

Commendation #2-
Diversified Curricular Approach. Promoted various courses to enrich the curriculum like Swayam Courses, MOOC and Value Added Courses.

Commendation #3-
Library facilities are very good. Provided the access to e journals and N List

Commendation #4-
Grievances of students were addressed through regular online interactions. Online Open Forum. Mentoring, counselling activities were conducted for the well-being of the students. Student council activities were organized effectively

Commendation #5 –
Deliberate discussion on the curriculum and action taken report were held

Commendation #6 –
Developed a scholarly environment to support the curricular activities.

Commendation #7 –
Provided opportunity to the faculty members for their professional development.

<u>**Affirmations**</u>

| 4 |

Total Number of Affirmations

Affirmation #1 –
We affirm that the documents presented in the audit were authentic

Affirmation #2 –
The documents were also uploaded on the College Website ensuring transparency

Affirmation #3 –
Interview with the Principal and teaching and non-teaching faculty are in sync with the academic initiatives

Affirmation #4 –
Verified with the minutes of the staff meeting, IQAC meeting and CDC meeting.

Recommendations

Total Number of Recommendations

$\boxed{6}$

Recommendation #1 –
Documentation needs to be more streamlined.

Recommendation #2 –
PO and CO needs to be elaborated for the B.Ed. course. Scope of introducing more value added course, certificate courses and degree program.

Recommendation #3 –
More policies are required, for Example- Policies for Examination, Research , Admission , Value Added Courses, Certificate Course , Inclusion Policy

Recommendation #4 –
Library activity should be more student friendly and should prepare a yearly calendar specifically for Library initiatives.

Recommendation #5 –
More faculty development programme should be organized.

Recommendation #6 -
Self-regulated and self-learning courses should be made available for the students

Name & Signatures of Audit Team: Dr Shadab Paloji and Dr Bijoy Thomas

Name & Signatures of Principal: Prof. Vini Sebastian