



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		St. Xavier's Institute of Education
• Name of the Head of the institution	Prof Vini Sebastian	
• Designation	Principal in charge	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	0222014666	
• Mobile No:	9664799979	
• Registered e-mail ID (Principal)	sxieinfo@gmail.com	
• Alternate Email ID	vinisebastian@sxie.in	
• Address	40-A, New Marine Lines, Opp. State Bank of India, Churchgate Br., Mumbai 400 020	
• City/Town	Mumbai	
• State/UT	Maharashtra	
• Pin Code	400020	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Ms Kalpana Chavan				
• Phone No.	9820817667				
• Alternate phone No.(IQAC)	7738897509				
• Mobile (IQAC)	98202817667				
• IQAC e-mail address	sxieiqaac@sxie.in				
• Alternate e-mail address (IQAC)	kalpana@sxie.in				
3.Website address	https://www.sxie.info/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.sxie.info/2020/AQAR_2020-21_Accepted_Final_website.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sxie.info/2021/Academic%20Calender%20%20%20%202021-2022%20%281%29.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	00	2004	03/03/2004	03/05/2009
Cycle 2	A	3.11	2016	29/03/2016	31/12/2027
6.Date of Establishment of IQAC			21/12/2004		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institutional	Infrastructural	RUSA	29/11/2019	2,00,00,000/-
8. Whether composition of IQAC as per latest NAAC guidelines			Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 			View File	
9. No. of IQAC meetings held during the year			01	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 			Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 			View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?			No	
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Readiness of Volume 1 issue 1 for Acquiring Research Journal with ISSN Number				
Preparation for Autonomy Peer team visit				
Value added, certificate courses and self-study courses				
Stakeholders' Involvement and Interaction				
Webinar on NEP 2020				
MOU and Linkages				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Quality Initiatives in the areas of Teaching learning and Assessment	Innovative teaching, learning, assessment supported which are inclusive and participative
Functional MoUs	Existing MOUs were functional, new MoUs were added and made functional
In-house Research Journal to be started	The procedure for readiness for journal done with registration and first copy published
Mission Begin Again for academic and administrative work	Completion of the Academic and Administrative work online as well as started face to face
Involvement of alumni in curriculum enhancement	Alumni Rendezvous Program was conducted as a monthly program inviting alumni to share their experience and expertise in the topics of teaching
Technology enabled classrooms	Classrooms were readied with advanced technology, upscaling of technology
Self-regulated Learning	For both the batches self-regulated approach was adopted for learner autonomy and engagement
Induction Program for First Years and Parent Interact	Induction Program with parent interact was organised
Faculty development	Faculty development program was encouraged, participation in upgrading knowledge and skills was fostered
Environmental consciousness	Different programs for sustainable development were organised
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
IQAC	17/02/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	15/12/2022

15. Multidisciplinary / interdisciplinary

The Institute has deliberated on the NEP 2020 and made the theory as well as practicum more inter-disciplinary. The B.Ed. Program by itself is connected to inter-disciplinary approach. The approach of involving various disciplines like pure philosophy, psychology, sociology, history, mathematics are a part of the foundations of education.

The Institute has planned and conducted team teaching and interdisciplinary lessons so as to involve students in holistic education. To create men and women of conscience, competence and compassion the theory equips student teachers to develop physical, emotional, psychological skills through their curriculum. The subjects like gender studies, educational management, ICT, inclusive education helps the student teachers to have a wider multidisciplinary perspective towards life. The curriculum has also community outreach programs to understand the social concerns of the disadvantaged. The Institution invites resource persons from different disciplines to make the disciplinary knowledge link to teacher education. The best practice of this year connected the technology and digital education to the stimulating teaching and learning.

16. Academic bank of credits (ABC):

Regarding the Academic Bank of Credits the college development committee and IQAC has guided the process. The students have been enrolled under the Academic Bank of Credits. The administrators and the teachers are studying the way one can implement this very beneficial and student friendly facility in the Institute.

The IQAC coordinator has studied and simplified the Academic bank of credits. The implications and applications were deliberated for

college of education. Different webinars and sessions were attended for clarity. It is proposed that more clarity would be sought and steps of orienting students and faculty would be done. The procedure and steps have to be looked into for implementing it. The Institute is getting prepared to implement this facility which can promote life long and self-directed learning. This facility can help students to look at education in joyous way.

17.Skill development:

The NEP 2020 is reflected in the activities of the Institute in the form of webinars for developing communication skills, technological skills, skills for making learning resources, skills for personality development. The skill for clearing the CET and Maha TET workshops were held for developing employability skills. The non-teaching staff was also equipped with administrative skills and technological skills.

The value-based skills are promoted even through online assemblies, webinar on spiritual ecology, life skills, skills for communication, skills of innovative technology, The skills of waste management continued to be the best practice of the institute. The Institute aims to develop skills of OER, e-content development, managing diverse and inclusive classroom. which shows preparedness to NEP 2020.

The wellness and wellbeing, health promotion, happiness index of the student-teachers, teachers and other stake holders is kept in mind. The collaborations with different institutes of higher and teacher education have added to the critical and reflective thinking, along with research based skills. The students were encouraged to go for self-learning and SWAYAM courses so as to upscale their skills and knowledge. This also is in alignment with the NEP 2020.

Life skills, skills of mentoring, social entrepreneurship, school counselling were also inculcated.

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

The Indian Knowledge system is a treasure house of knowledge and wisdom. It is important to appreciate our roots in the richness of language and culture. The core courses in the B.Ed. Program

emphasises on the Indian knowledge, language and culture, for instance the course of knowledge and curriculum focuses on both Indian and western context of education. The Indian knowledge of culture, art and languages is explored during assemblies with themes of appreciating mother languages, Marathi Bhasya Diwas, Hindi Din and other Indian languages. The culture of Indian religions and regions are explored during co-curricular and extra-curricular activities. The different pedagogies of teaching school subjects are also connecting Indian knowledge and culture for understanding Indian contributions like Indian ancient science, history of metals, poets and authors of India.

During the community work, the context of Indian students and the local languages are stressed upon. The Courses like Audit course have opened up avenues to Indian painting skills, ancient art, tribal art and different art forms in dances and music.

The Ability course of Reading and Reflecting on Texts has explored reading of Indian texts, folk lores and stories, ancient art of story telling and interpretation. The Book reviews are open to multiple languages.

The digital world is also used to share different cultures, art, languages with meaningful sharing and interpretation.

It is also planned to introduce Indian Philosophy and languages as self-study courses

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The outcome based education and the curriculum were integrated so as to achieve the clear, expected specific outcomes. Each course - theory based and practicum were inclusive of the outcomes.

The outcome based education has been integrated in the curriculum with workshops and deliberations to understand the ways to have constructive alignment with the teaching methodologies and assessment.

There were joint deliberation small course wise meetings for finalizing the outcomes and the assessment of the course outcomes. These made the courses even more student centric and goal oriented. The Program Outcomes were relooked at from the perspective of revision in curriculum designing for the autonomy.

The Institute held in-house sessions for understanding of writing learning outcomes, which led to small groups course wise and pedagogy wise to make the program outcomes in a constructive way. The faculty members were invited by colleges to give input on outcome based education and mapping outcomes the learning outcomes more applicable to different courses and practicum work. The constructive alignment of the learning outcomes with teaching methodologies and evaluation made the students and teachers both more goal oriented, focused and had a holistic picture. Through the induction program, during the courses the students were reiterated about the learning outcomes, and were encouraged to make learning outcomes as co-learners.

20.Distance education/online education:

Online education continued for most part of this year too, and the student teachers' skills of technology were developed. Various webinars, online courses were attended by the faculty. The faculty acquired various e-learning skills, created OERs and helped students created OERs. The online learning was encouraged by the principal and the teachers and various programs were conducted with online learning.

The Institute conducted different webinars/ certificate courses for alumni on e-tools, e-learning instructional designs. Special slots in the timetable were given to equip the students with e learning tools.

MouUs were functional even online to organize programs which were catered towards well-being of the students as well as for curriculum enrichment. New MoU's were made and online interactions took place.

The community work was understanding the social analysis of the community centres through online interactions and helping students to understand need of the students were looked into. The LMS of the College was strengthened and optimally used for effective online education. Internship programs and course transactions were online and conducted with much engagement and learning for the students

The learning resources made by the students of second year were of high digital proficiency and were truly supplementary to classroom teaching. Online assemblies and cultural harmony programs were organized.

Extended Profile

1.Student

2.1		97
Number of students on roll during the year		
File Description	Documents	
Data Template	View File	
2.2		50
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		00
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	No File Uploaded	
2.4		48
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5		48
Number of graduating students during the year		
File Description	Documents	
Data Template	View File	
2.6		50
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		

4.1	40.90094
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	88
Total number of computers on campus for academic purposes	

3. Teacher

5.1	09
Number of full-time teachers during the year:	

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

5.2	10
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

The institutional process of planning for the new academic year starts with academic activities review and the academic calendar planning. The planning staff meeting has presentations from various portfolios and courses for the timeline of activities. The planning of the curriculum was guided by the Program Outcomes reflecting vision, mission and the theme of the Institute.

The curriculum was planned as supported by the different experts and stakeholders like the internship schools, employers, alumni, students, SXIE teachers and parents.

During the monthly staff meetings, the review of the programs conducted, and any modifications of the future program were looked into. The curriculum and syllabus difference was clear at SXIE, and

the curriculum provided learning experiences to the students which were planned to be technology enabled, participative, inclusive and flexible.

Keeping the needs and availability of the local context various value-added as well as certificate courses were planned and executed. The students were provided the advantage of SWAYAM courses too, and to acquire holistic knowledge beyond the classroom teaching and syllabus.

The practicum experiences of internship and community work integrated more pluralistic perspective. The extra-curricular activities gave students exposure to cultural harmony. The curriculum was enriched with the suggestions, recommendations and analytical observations of the various experts from different fields connected to the Program.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

09

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

03

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

03

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

81

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

81

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All of the above

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

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

108

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

108

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Right at the start the students are oriented towards their curriculum expectations through induction and orientation programs. The Institute believes in fostering engaging, empowering, and enlightening education which will enrich the student teachers with direct experience, creative work, critical thinking, and skill development. The attitude toward teaching, learning and social contribution is also instilled in the students through the curriculum.

The project-based courses were preceded by demonstrations, model teaching, analysis of the community centres. Life skills, preparation for world of work, employability skills, entrepreneurship skills, research skills, e-tools designing, preparing OERs and waste management techniques are provided to the students. This helps the students to plan their assignments, lesson plans and making of learning resources in a way that is a blend of propositional and procedural knowledge. The skills of reflective thinking and collaboration with others were enhanced with curriculum reforms. Students could apply what they learnt in their course.

The events like the webinar on Challenges and Implications of NEP 2020, exposure to different board ethos, diverse and inclusive schools, expertise from art and theatre opened a different perspective for the students.

Value added and certificate courses enriching the curriculum were strengthened. Students were encouraged to take lead as student resource, as members of different organizing committee to harness their leadership skills.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Curricular: All the courses- theoretical as well as practicum stress on diversity of boards. Course papers like Educational Management, Learning and assessment , Contemporary India and Education also emphasize on diversities in the school systems.

Pre-campus enrichment program: The students are exposed to diverseshools boards by providing platform to schools of diverse boards like IB, IGCSE, SSC, and other international school boards to orient student teachers about the ethos of working of the school system.

Pre Community work: The pre-community work also organised sessions and insights into community centres and the schools for students from low socio-economic background.

Pre-internship orientation and induction : The Internship Program too in its orientation and inputs session presents the different school boards and their working, The students are told about the rules, regulations and working of the different Boards and the different assessment pattern. The students are also advised to refer to the websites of the different Boards and be updated of the standards and assessment system.

Students were given assignments, panel discussions were held for comparative study of the different types of Boards. Even for readiness for world of work different inclusion policies and national education policies are transacted to the students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

1. Planning- Right from beginning of the year the Institute plans the year to distribute diverse learning experiences through theory and practicum.
2. The student induction Program through the demands of the four semesters provides interconnection between propositional and procedural knowledge.
3. The theoretical aspects are experienced in the internship and in the community centres. The students learn to apply various knowledge and skills in different contexts. The assignments are given in such a way as to experience the practical side of the theory. The approach of contextualization is used for making the learning experiences connected to today's times.
4. Edupreneurship session which connected education with entrepreneurship. This interconnectedness made students realise the importance of social entrepreneurship skills.
5. The students are included in various committees as members like library, women development cell, leadership committee, student council, grievance committee and other regulatory meetings. These helped them to connect to role of teacher as a leader
6. The workshops, sessions on online tools and value added course on computers, courses for fostering research skills, IPR, creative use of e-tools, integrated teaching, conducting awareness programs through women cell are connected to professional development.

7. The Bridge lessons introduced the graduates from different fields to connect to the field of education and teaching.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

00

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

The assessment of students was done according to the need of the hour. A learner profile was made which gave an idea of the kind of students. It helps to understand their context of academics and work experience.

Admission: The Institute follows the admission process and allocation of the students as per the rules and regulations of the government. The students entry level to the college is on merit and as per their option, allotted by the MKCL list. The Institute does does take informal interviews with the students to understand their purpose and inclination towards the B.Ed. program. the students are encouraged to clarify their doubts regarding the education in the institute.

The students were assessed through MCQs and short answers in the online mode of assessment. An orientation to how they will be assessed, the marks distribution and the proctored way of giving exam online was brought to their notice.

Content Test: This assessment helps students to be aware of their limitations and work towards it. Content enrichment and e-tools for transacting pedagogy is given as academic support. This also show the entry level of students.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Four of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

08

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

As the lockdown continued for most part of the year, the teaching mode was online and digital. The faculty adapted to the mode and used e-tools like padlet, jamboard, discussion forums, online quizzes etc, which involved group work and involvement of all students. The LMS was an important platform for delivery and de[positing the study materials, recorded lessons were uploaded in the google classrooms for students who had difficulties in accessing google classroom. The multimodal approach was based on learner centric approach of interactive and participative way of learning. Reflective, inclusive distributed pedagogies were used so that the students experience and later apply it in their own teachings.

The multimodal approach helped the students to develop self-confidence with their presentations, self-regulated work, hands-on experiences, and application of higher order thinking skills like evaluation and creation. Even the resources and repositories, discussion forums, classroom online tasks were made in such a way that it encouraged student engagement and participation.

The rationale was to make students not just be gather information but as a collaborative group convert the information into useful knowledge which can lead to fulfilling the course and eventually program outcomes. The students were sensitised to diverse classroom situations .

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

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

04

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sxie.info/IQAC-2021-2022/ICT.pdf
Any other relevant information	View File

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

97

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sxie.info/IQAC-2021-2022/2.3.3%20Students%20are%20encouraged%20to%20use%20ICT%20support%20%28mobile-based%20learning%2C%20online%20material%2C%20podcast%2C%20virtual%20laboratories%2C%20learning%20apps%20etc.%29%20for%20their%20learning%20including%20on%20field%20practice.pdf
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The mentoring program at SXIE is a Three-pronged process . mentoring by the teacher mentor , peer mentorin (senior to Junior / Peer to each other), Principal mentoring every group of students during the exams). there is one to one mentoring conducted during the examination or project based work and as per the requirement of the student mentors create a schedule or mentoring plan for each . The topics of mentoring revolve around Self- Discipline, Study Skills, Professional ethics and requirement, Attitudinal balance during the examination. For the purpose of mentoring / e-mentoring special platform on LMS or whatsapp is made so that informal mentoring continues even though not scheduled on the monthly timetable. once at least there is a formal meeting scheduled for mentoring.

Mentoring was a strong support for academic, social and emotional well being of the students. Mentoring sessions were useful especially during internship. Thus, mentoring at the Institute also took feedback from students regarding any suggestion or challenges. The feedback brought out that it helped students handle the challenges with more positivity and determination.

Every month in the timetable mentoring slot was maintained so the students felt connected. During the parent interact too, the parents were informed about the mentoring.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

The B.Ed. Program's core and elective courses are not only for enhancing disciplinary knowledge but also higher order thinking and life skills. For the project based courses, procedural knowledge of activity is important. The multi-modal teaching learning process nurtures activity- based learning, problem-based learning, inquiry -based learning, into pedagogy. Immersing the content into the reflective thinking, collaborative activity, making full use of the available technology. The blended and hybrid methods were also used for enriching the curriculum and students understanding.

The two cases of multi-modal experience presented in the evidence are as follows:-

Hybrid and Blended learning : The guest speaker has been a former faculty of the Krishnamurti Foundation School (Pune) and has first-hand experience about Krishnamurti's educational philosophy, wherein , she was invited online to share the experiences of the working of the school. The First year B.Ed. students were in the classroom in Mumbai and using technology-enabled means there was a clear understanding of the actual procedural knowledge of the educational thoughts.

Reflective Teaching: The other method used was reflecting on various aspects of the educational management thinking. The students were engaged in understanding, analysing and applying the different quotes in the context of the content about Principles of Management.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

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

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship in 2021-22 were conducted for the semesters 2 through 4 . Internship is a mandatory activity of the B.Ed. Program. It is done very systematically and meaningfully at the Institute to make every experience in the internship schools contribute to the evolution of students as teachers.

The institution selected schools on the basis of the nearness to students residence, School Board that is generally preferred by the common people. It was a participative decision of the internal stakeholders of the institution. Before the process of actual internship started the schools were sent request letter to permit for the internship and a discussion with the supervisors and the

principal was held wherein the information of requirement for each semester was shared and discussed.

The students were oriented regarding internship process and trained to give lessons and prepare lesson plans. Teachers in the institution play the dual role one of the facilitator and other of the instructor or resource person. to make the assessment standardized and qualitative rubrics were designed and tested and feedback was given including the rubrics filled based on the performance of the students.

Students were exposed to different types of schools through webinars calling the experts from different school set up.

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

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

2.4.9.1 - Number of final year students during the academic year

48

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The internship in the schools was well monitored and conducted to have maximum benefit to the students - teachers as well as schools. The year 2021-22 had been an online class session and live teaching on various interactive platforms. to ensure that students were able to conduct proper teaching sessions both the teacher educators as well as school teachers were required to be present online. peer observation for student teachers was made compulsory to establish a good rapport with school students , student- teachers and to maintain a good student teacher interaction. School principals were oriented about the modus operandi of internship lessons and any other activity that were required to be conducted in the school.

Feedback through meeting with the Principal and school teachers are done. Analysis of feedback from students, college supervisors help to have a quality check on the internship. The monitoring of the internship was also done during the mentoring where students were asked about their challenges and difficulties. The mentors and peers shared their suggestions and advice from different. The advisory bodies like CDC and IQAC are also presented with the internship quality performance at regular intervals.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

09

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

06

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

09

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

19

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The efforts taken by teachers to keep themselves updated are-

1. The faculty meetings and the meetings with the advisory boards is

not without the deliberations on important reforms in the education system. This year especially deliberations on ABC, Outcome based approach, self-regulated learning, ecological consciousness, improved experiential and theme-based lessons, perspectives of NEP 2020 were deliberated in small groups.

Encouraging students and teachers to be part of stimulating webinars, seminars and enrolling for self-study courses was done. The faculty presented every month a small presentation on new themes and innovative learning and teaching process.

Research papers were published to share their contributions in the field of education. Students were also encouraged while mentoring, coaching to include research-based, e-resources like N-List, e-journals in their lessons, assignments and community work learning resources.

Faculty completed relevant short term courses, FDP and certificate courses. The faculty used this knowledge for introducing different webinars, certificate courses, value-added courses and MOOC. This year, we had faculty affiliating with the UN open world of learning for creating MOOC.

The faculty equipped themselves with OER creation and validation and could support the students' quest towards preparing beneficial OERs.

The faculty were always in the mode of life-long learning as a result of resources available in library as well as technology.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution. Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words.

The Institution follows the curriculum prescribed by the University. The examination policies as laid down by the UGC as well as those decided by the University are strictly adhered to. Continuous Internal Evaluation is done in the Institute in the following manner; Course Evaluations: The University prescribes the following three elements in its Internal Evaluation of each course;

Following measures are taken;

- Course-wise Tutorials along with remedials.
- Assignment Inputs are given regarding the content, format and evaluation criteria.
- Assignment slots are given on the timetable and the submission deadlines are indicated on the timetable.
- Qualitative feedback is given to the students regarding their assignments.

Project Based Course: Each Semester has its own prescribed activities,

It comprises the following;

- Orientation regarding each activity and the expected teacher competences.
- Rubrics and templates are given
- Quantitative and qualitative Feedback.
- Peer observations and feedback.
- Feedback from schools (in case of Internship) and Community centres (in case of Community Work).
- Criteria for evaluation is communicated to the students clearly beforehand.

Feedback Sessions: Detailed and immediate feedback is given with reference to the Question

papers of the various examinations. The slots for the feedback are allotted on the timetable.

Grievances if any are addressed by the respective teachers

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

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The Exam Department was alert to any grievances of the students , esp during online exams regarding the challenges of internet data, slow network, inability to submit on time due to technical glitches. Alternate question ppaers were kept ready for reexams and to address any challenges of the students.The general grievance was regarding timings of the college as digital classrooms were consuming a lot of data packet of the students. As the lockdown eased , the computer lab and college wi-fi was opened for students' access esp during their examinations.

Mentoring sessions: The exams were adapted to suit the online

evaluation process and students during their mentoring sessions could present their academic grievances. Moreover, even if it was totally online, the open forum continued virtually.

Open Door Policy: There was an open door policy too with regards to grievance redressal. The link was given to students to present their challenges, difficulties and grievances and then there was a live online session to address the grievances. The peer group internship was also made more flexible and student teachers were given options of using computer laboratory of the colleges when the impact of covid 19 has lessened.

Mentoring and remedials were fostered robustly for students' well being.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is set up at the beginning of the year with planning mindful of the scope of the term, the different programs and activities of the Institute. The dates of the examination at internal and external level are also placed on the academic calendar. The internal assessment dates are adhered without much change as before the external examinations, the internal assessment marks are to be submitted.

The academic calendar thus is an indicator for setting up teaching goals as well as the timeline in achieving the goals and completion of the semester-wise courses. The academic calendar gives a full view to the students about the activities of the Institute. It readies the students for their assessments and assignments completion as based on the calendar the monthly time-table is also set. The calendar is also a vehicle that promotes amongst the students self-regulated approach to their education, as the students plan their individual timetable based on the academic calendar.

The students were always informed about the changes in the monthly timetable and internal assessment dates. The first year students

admission process ended only in the month of March and the academic calendar had to be revised from there.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The institution aligns the teaching learning process to the PLOs and CLOs. This is achieved in the following manner.

i. Planning:

- Appropriate POs and COs are carefully laid down by the teachers for their respective Course/s.
- A mapping matrix is prepared for every course.
- For each CO, the teaching-learning strategies and activities are laid down precisely before the commencement of the academic year.
- Care is taken at this stage to ensure that the Bloom's Taxonomy is followed and weightage is given to all three domains of learning, namely Cognitive,

Affective and Psychomotor.

- The mapping matrix is again reviewed objectively by the respective teachers before its implementation

ii. Implementation

- The students are apprised of the POs and the COs for the various courses
- The requisite human and material resources for the fulfillment of each CO are

identified and accessed.

- Appropriate allocations are done on the timetable as per the availability of the

lectures per Semester as well as the requirement for each CO of a course.

iii. Monitoring the Alignment

- Mapping of the matrix is done after the assessment results are declared.

- The Mapping matrix is further reviewed and modified if required.

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

2.7.2 - Pass percentage of Students during the year

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The learning outcomes were helpful in demarcating the units for assignment, for class tests as well as the MCQs, in the new normal. The students were given training, tutorials and practice in it. Thus, the achievement of the learning outcomes were measured and students were progressively understanding the essence of the learning outcomes was not only for transaction of knowledge but also for being a higher order thinker. They could use their training in the college to write the learning outcomes for students of school as

a part of their internship.

The COs of each semester courses are measured and the performance of the students are studied according to the expected outcomes and the actual outcomes. The measuring of the CO is done to understand the students learning and if they are not able to achieve the expected outcomes.

A reflective review is done during the staff meetings to understand the challenges, causes and reasons of the discrepancies. The Institute takes serious steps to organise remedial classes for the weak students, mentoring and counselling is specially focussed on the reasons for the discrepancies. Tutorials are conducted for revising the content.

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

37

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The assessment tasks of the student teachers are in form of assignments planned in the syllabus of University of Mumbai Syllabus. The assessment tasks cater to developing critical thinking, creativity, analytical thinking and gradually readying the student teachers towards the profession of teaching. The assessment tasks like creating modules, e-portfolio, creative presentation of the educationists and their contribution, making unit plans, learning designs and resources for disadvantaged students. Such and more tasks support the learning needs of the students. The documentary, film and book review assessment task help to achieve the learning needs of educational needs of the student teachers. The workshops and panel discussion, seminar presentations, action research build the learning of pre-service teachers to develop research, communication and reflective skills. The assessment tasks also include internship and community work, these fulfil the learning needs of developing a competent and compassionate teacher. The performance in the tasks are deliberated with the students and feedback on the assessed tasks motivates the students to identify their lacunae and perform more meaningfully towards fulfilling the learning needs. The assessment tasks thus are planned to develop head, heart and hand of the student teachers. The tasks and performance in the 2 year program helps to develop the teacher from student-teacher.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.sxie.info/2021/SXIE%20Student%20Satisfaction%20Survey%20Kil%202021-22.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

00

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

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

18

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

02

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

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

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

97

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

97

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

97

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The Community work, as a part of internship, is carried out in three phases - Pre-, during and post- community work. The two batches of students were made into buddy groups based on their pedagogy combination and distributed into different community centers. The need of the community centers was gathered and students were made aware of them. The learning resources were created as per the need of the school children, live sessions were conducted to teach the children the difficulties in their school subjects. The community centres were also given sessions on civic sense, some leisure songs and also for older students training in simple excel and word application. The student teachers were asked to donate any extra digital devices or stationery so as to help to tide over digital divide.

The sensitization of the B.Ed. students is done even with the help of different value-based programs like communal harmony, life skills of being empathetic, even in theoretical courses like contemporary India and Education. Even through assignments, video reviews, student are sensitized towards the need for the social issues. The theme of the college about walking with the marginalized and caring for the disadvantaged is reflective towards action. Moreover, action research also promoted strategies for helping students from disadvantaged backgrounds.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

07

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

This being the easing of lockdown situation and Mission Begin Again, it was majorly online classes, but by March 2022 regular face to face classes also started. The Google suite was the most important infrastructure for the teaching learning, virtual yoga and sessions on health and diet, co- curricular activities, games. Different webinars were organised for the students to be engaged and involved. Webinars on wellness, covid appropriate behaviour, library software. Interactions with parents and even alumni was conducted through the G-suite classrooms. The students with challenges of digital connection were also helped by posting repositories and-content with videos and recordings for ease of studying at their convenience.

The facilities for teaching learning are essential as they make teaching learning creative, collaborative and participative. The Institute is mindful of the sufficient availability and utilisation of the physical infrastructure, like technology used in classrooms, LCD, computer labs, sports and fitness equipment. Different activities of recreation, online assemblies, games were also conducted with the available technological facilities.

Different webinars were organised for the students to be engaged and

involved. Webinars on wellness, covid appropriate behaviour, library software. Interactions with parents and even alumni interactions was conducted through the G-suite classrooms.

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ww2.sxie.info/about-us/facilities
Any other relevant information	No File Uploaded

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

28.14889

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200

words.

The College has a well-equipped Library, with over 11000 books. At the library we work towards stimulating the process of teaching and learning and developing life long learners, with well-fit, spacious, helping for study and research Institution has adopted automation of library using, "SLIM21- Integrated Library Management System" due to its strong features. This software is Faster, Commercial, Easier to use, easy to understand and Works like we think. Online & offline help is available. With this software retrieval of information is simple, fast and efficient. This software offers, retrospective conversion services to our library, on an on-going basis. This software is a proven software- SLIM is upgraded continuously to meet the technological advances, in the field of data storage, retrieval, user interaction and communications, library science. It has, powerful user interface feature like drag-drop makes its user feel very comfortable. The accompanying on-site training and high quality reference manuals ensure smooth transition from the current computerized or manual system to SLIM. The committed after sales support assures the success of the library computerization. Many reports are generated in every module. This software proved as Umbrella for varied Library collection, helps us to catalogue books, Journals, CD-ROMs etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://ww2.sxie.info/sxie-academics/library
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently
Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Online Public Access Catalogue (OPAC) is a digital Library Catalogue which has a rich database of multiple resources such as text files, e-books, journals, etc held by a library or group of libraries. St. Xavier's Institute of Education strives to contribute towards developing tomorrow's teachers in the era of globalization from the conventional one, equipped with the values of collaboration, compassion and commitment. The remote access to the library resources can be accessed by the students and the faculty smoothly and seamlessly. This enhances the learning of the academic hand of the Institute to enhance their teaching-learning process. This provision

of OPAC can be accessed by the students on campus as well as online, which can help them in their educational pursuits especially for quick, quicker access to the catalogue for knowing what to refer and where it is available. During the lockdown this facility was useful for students and teachers to connect to the books. The Librarian could also assist the concerned people from the campus and notify on the LMS about the books. Library is fully automated since the year 2014 with WIFI. SLIM21 software proved as Umbrella for varied Library collection, helps us to catalogue books, Journals, CD-ROMs etc.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

13.0639

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

79

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sxie.info/IQAC-2021-2022/4.2.5-a-Usage%20Report%20of%20Library-Screenshot-2021-22.docx%20-%20Google%20Docs.pdf
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

To meet the technological needs of the students and to be able to bridge the digital divide of the disadvantaged students, the Institute has well connected wi-fi facility not only in the computer laboratory but also in all the classrooms. The lab is connected with the LAN for ease of availability of internet. This helps the students to work smoothly on their academic search and completion of tasks.

The ICT facilities have been enhanced with addition of desk tops in the library, computer labs, and in the classrooms. The Institute takes pride in computers with wi-fi facility.

The college administration can also make good use of the ICT facilities for smooth e-governance. The office is connected with internet and wi-fi facilities.

Wi-Fi connectivity and internet access to create classroom environment that can focus on blended learning and e-learning. The institution is completely enabled with Wi-Fi facility and the institution has upgraded its internet speed to 50 mbps leased line internet facility.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sxie.info/IOAC-2021-2022/ICT%20integration-1-63-6-63.pdf
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**32.74121**

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

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

Procedures and Policies : Planning Meetings and induction: The students who have enrolled to the college are made aware of the different facilities and utilization code of conduct right at the beginning of the program. The students are accountable and responsible towards the proper use of the facilities. The teaching and support staff are conscious and alert towards maintaining the college facilities. The faculty as per the need of the curriculum transaction utilizes the support facilities. The staff meetings discuss and deliberate on the maintenance and just utilization of the facilities. Cleanliness Procedure On daily basis systematic cleaning is done of the classrooms and different rooms available in the premises, the library, laboratory and computer rooms are kept clear of dust and dirt. The Principal and Manager are very particular about the clearing of wastage, zero plastic policy is adopted, segregation of waste is done into dry and wet waste, there is provision of e-waste box is on the office floor of the college. Washrooms are cleaned and swabbed daily for maintaining hygiene. Water stations are kept clean, water purifier checked and maintained. Annual maintenance of technological equipment like computers, printers is updated.

File Description	Documents
Appropriate link(s) on the institutional website	https://ww2.sxie.info/about-us/facilities
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION													
5.1 - Student Support													
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td><td>View File</td></tr> <tr> <td>Photographs with date and caption for each initiative</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	No File Uploaded	Any other relevant information	View File	
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Sample feedback sheets from the students participating in each of the initiative	View File												
Photographs with date and caption for each initiative	No File Uploaded												
Any other relevant information	View File												
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	View File												
5.1.3 - The Institution has a transparent mechanism for timely redressal of student	B. Any 3 of the above												

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Two of the above

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

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
35	48

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****09**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**24**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student Council is an important and active body of the Institute. The Council plans programs for improvements in areas of student welfare, sports, cultural activities and other activities. This year continued as a lockdown year and the Second Year Council members conducted the activities online. The student council were represented in different academic as well as administrative meetings like - IQAC, CDC , students' grievance committee, anti-ragging committee, timetable and library committee. Their suggestions and observations were taken seriously for improvement in the programs. The First Year students were elected through college electoral.

The various activities like online inter and intra house games, different days celebrated, celebration of the teachers' work anniversary, valedictory programs for the outgoing batch and encouraging students to participate in intercollege programs were conducted effectively by the student council members. The student council played an important role in coordinating and monitoring the programs arranged for the professional acumen by the alumni. The student council members also were actively involved in suggesting activities and changes as per the felt-needs of the classmates.

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

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

07

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Supporting role of the alumni - This year the autonomy peer team visited the Institute as a part of process for the autonomy status. The meeting with the alumni was an important agenda. The alumni of the Institute of the different batches were a part of the meeting and supported and encouraged the Institute's endeavour towards gaining autonomous status. Their solidarity and trust in the college was felt by all present. The Alumni also played an important role during campus recruitment for advising the candidates regarding the world of work ethos, conducting mock interviews, and participating in the placement drive. The alumni also are a part of the advisory body like the IQAC and CDC.

Curriculum Enrichment : Alumni group was involved in monthly online talk series on different themes connected to professional and personal skill development through the program Alumni Rendezvous. The alumni also contributed to the enrichment of internship input especially for presenting online demonstration lessons, clearing doubts about the lessons, current need of the schools. Alumni also were a part of orienting to the different inclusion policies and real world need of the inclusive activities. The alumni feedback also helped in understanding the changes needed for the curriculum reforms from the perspectives of core and elective courses as well as project based courses. An alumnus research based paper also was a part of the research journal initiative.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni engagement is an important and crucial support to the Institution. Senior faculty Coordinators: Thus, in mechanism the senior faculty members of the Institution are in charge of the alumni association as they are aware of the erstwhile as well as the recent alumni. Planning and Execution: The alumni association plans various activities at the start of the year mindful of the different areas wherein the alumni can contribute. Suggestions from other faculty is approved for the involvement of alumni in their courses enrichment activities. This year too, recognising the talents and skills of the alumni various alumni were invited as resource persons, members on panel discussion and as facilitators for curriculum enrichment. Alumni who now hold positions of employers, school supervisors etc. are approached to network with the Institute for internship, community work and for campus placement. Seeking financial support in form of donations, scholarships, fundraising activities are also discussed in regular meetings. Alumni profile is pooled to recognise the alumni contributors. Minutes of the meeting are documented and recorded for systematic conduct of programs.

Feedback of the programs conducted by the alumni is sought from the present batches. Alumni feedback is also sought for quality enhancement of the Institutional programs.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The vision of the Institute is promoting quality teacher education which is joyous and creative. This is reflected in all its curricular reforms over the years. The Institute has initiated various certificate and value added courses for the curriculum enrichment which can be beneficial for the students, alumni and for the field of teacher education. The programs are planned in consensus with the advisory bodies and in the faculty meetings. The faculty is adequately represented in the governing body decisions too.

Upscaling the institute towards achieving an autonomous status for bringing relevant changes in the curriculum was a major decision of participatory decision-making, with trust in the ability of the teachers and non-teaching faculty. The governance is futuristic, and goal oriented for supporting the sustainable development of the Institute in the times of radical educational reforms.

The Institute through its governance keeps itself involved in the requirements of the Institute - whether it is the integration of the values of the founding patrons or the initiation of the Institute's own research journal. The governance reflects its vision and mission in the different ecological, research, internship, evaluation and curriculum reform policies.

The harmonious and focused vision and strong proactive steps taking all the members of the Institute together is soul of the governing decisions.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The decentralized and participative management is clear through the planning and implementation of the plans.

1. Regular meetings - The different policies and programs are discussed in democratic atmosphere in the monthly staff meetings, meetings with advisory bodies and governing members. The feedback of the faculty, students, and other stakeholders are considered for any major policy decisions. There is a policy whereby conflicting views are also heard and agreement is reached after careful understanding of the differing perspectives.

2. Open door policy- the Management as well as the Principal follow an open door policy whereby there is also downward-up approach to planning and implementation of Institutional decisions. The different linkages, MoUs with other Institutes are discussed and finalized as per the need and progress of the Institute.

3. Various clubs, committees and cells - The portfolios are distributed amongst the staff members as per their expertise and interest. The pedagogical cells and clubs are led by the different faculty. Every faculty is in charge of different committees and its programs. There is decentralization and non-interference in the activities once it is presented in the meetings.

4. This year the decision for autonomy status was also carried out with participative management. Different types of audits like green audit, academic audit, internal and external financial audits are carried out in decentralized and participative way.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The external audit is carried out once in a year. External auditor verifies all receipts and expenses bills, payments of the Financial Year(FY).

1. Internal Audit: Internal audit is a continuous process at the Institute. The management and the Principal are vigilant about the financial management verification. The Governing Body also assesses annually the financial records of the Institute. Accounts of the Institute after being rechecked by the Principal and the Accounts Department are then sent to the external audit.

External Audit: Every year professional Chartered Accountants(CA) conduct external audits. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the office of the CA.

Academic Audit internally was conducted by senior faculty members. This was analysed in the meeting with the Principal and IQAC coordinator.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The strategic planning for the community work was discussed during the meetings and unanimously decided for resource mobilization for the disadvantaged children of the community centers. The process is

as follows:-

STEPS

- need analysis (social analysis)
- in house deliberation with the mentor
- resource creation and mobilisation
- instructional manual for the resources generated
- dissemination to the community centres
- reporting and reflection
- outcome analysis (b.ed student)
- feedback from community centres and analysis of the

WHAT YOU HAVE TO DO:

The B.Ed. students will be divided into 8 groups

- SOCIAL ANALYSIS

Analysis physically to the centre while others in college can collect materials and organize themselves for the preparing the educational resource as well as other resources. Questionnaire for the Need analysis and Social analysis will be given to you.

- COLLABORATIVE CREATION OF LEARNING RESOURCES

- Collect resources for the well-being of the inmates
- Prepare the manual for the educational resources created
- Set up an exhibition of the resources for display and evaluation
- Prepare to deliver the resources to the centre
- Prepare and deliver a short presentation in the college assembly

After the community work:

Rooms allotted for community work

Community work mentors

Submissions of records

Assembly presentation

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.sxie.info/2021/COMMUNITY%20WORK%20SEM%201%20%26%20SEM%204%20%282021-22%29%20%281%29.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The IQAC, CDC Meetings were conducted online and the recommendations for resolving the challenges of Mission Begin Again were discussed. The awareness and analytical understanding of the NEP 2020 was discussed in the meetings. The best practices, nurturing research, networking with the internship schools during the lockdown was also discussed in the meeting. The CDC played an important role in making the Institute in assisting the Institute towards the procedures of the policies of the college. The CDC though online was guiding towards the policies of the Institute, administrative and academic programs were guided and approved. The different cells and committees were active through the year, although online - the enhancement of the academic as well as co-curricular program were deliberated and implemented. The mentoring and grievance cell were active through this challenging times for the students. Different policies are framed for environment, infrastructure, research, examination, student council etc. The Career advancement of the faculty is motivated and the faculty can take the benefit of it.

The different policies like placement cell, research, examination, ecology, infrastructure were reflected in the daily activities of the College programs.

The code of conduct, rules and regulations were clear in the website and made clear to the students from time to time.

File Description	Documents
Link to organogram on the institutional website	https://sxie.info/Library/College%20SXIE%20Organogram%202020.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Self -regulated Learning was one decision which was taken in the staff meeting. It was agreed upon by everyone that students must be made independent learners who could regulate their learnings. The Self-regulated learning was a decision which was need based, response to feedback from the students and an initiative to develop in students goal setting and achievement of the learning goals. The steps followed for implementing the self-regulated learning were

1. Decision to start with the strategy of self-regulated. One sub-unit can be given for self-regulated from the core courses and electives. The timetables reflected the self-regulated learning slots for both the batches so that the students were ready for the learning with self-planned, self-monitored and self-reflected

activities

2. There was an orientation to self -regulated learning given by course in charge faculty.

3. The self-regulated instructions and questions were uploaded on the LMS

4. The submission was decided by students and teachers, but at the same time students were encouraged to make their own regulated timetable for completing their work within the submission date and in an acceptable manner.

5. The students were given time to research, search, review, reflect and render the answer to the activity, Once the content was uploaded by all students

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

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The existing welfare measurements for teaching and non-teaching staff had to be moulded according to prevailing circumstances of the pandemic. The wellbeing of the teaching and non-teaching were cared for. Flexibility in time and work from home was considered. The non-teaching and teaching were encouraged to get vaccinated at the earliest. The Library attendant was felicitated virtually for his services to the Institute on his retirement .

The teaching faculty were able to complete their teaching, learning and assessment smoothly and without any financial burden on them, because of the facility of G-Suite that was provided to all. The reference work and reading was fostered with library facilities like e-journals, N-List etc.

The wellness of the faculty was promoted through webinars organised

by health cell, monthly webinars arranged by IQAC of the colleges. The different webinars equipped the teaching and non-teaching faculty with skills and knowledge required for academic and administrative work.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

06

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

05

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal is collected by the Principal and the IQAC for understanding the incremental growth as well as the hurdles in the path of progression of the staff both teaching and non-teaching.

At the end of the year a self-appraisal performance form is filled up and supported by the evidences and submitted to the office. The Principal ascertains the completion of the portfolios, documentations and deliberates on the performance of the faculty with reflections of strengths and ways to enhance performance in different areas. The letter of completion of tasks along with discussions on the feedback from students is also communicated. The Principal deliberates with the faculty of future course of action.

The Teaching staff not only equipped themselves with digital skills but shared their acquired knowledge with the students, alumni, school teachers, and teachers of higher education. The appraisal forms are documented in the office for future reference. These documents given every year becomes a repository for information

management .

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The Institution has a regular and strong mechanism for financial management and audit.

Internal audit is carried out as a regular, ongoing process. External audit is carried out once in a year. External auditor verifies all receipts and expenses bills, payments of the Financial Year(FY).

1. Internal Audit: Internal audit is a continuous process at the Institute. The management and the Principal are vigilant about the financial management verification. The Governing Body also assesses annually the financial records of the Institute. Accounts of the Institute after being rechecked by the Principal and the Accounts Department are then sent to the external audit.

2. External Audit: Every year professional Chartered Accountants(CA) conduct external audits. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the office of the CA Mobilisation of funds.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

2.0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Mobilisation of funds -The Students fees as per the government rules and regulations are one of the source of funds, which are mobilised for academic activities. The salary grant received from the government is utilised for the staff salary. RUSA grant was mobilised and first instalment was utilised as per the RUSA guidelines and norms. Clear and transparent records of grant mobilisation are maintained. The governing body reviews of the mobilization of funds and the utilization of these sources periodically in their meetings. The installed solar panels were utilised for generating energy and reduced huge amount of expenditure on electricity consumption.

Optimum utilisation of resources- The RUSA funds for infrastructural component was utilised as per the need of the Institute and the

requirements of the RUSA mandates. Faculty members as resource persons, certificate course developers, MOOC developers contribute to dissemination and generation of knowledge even beyond the college. Library resources are utilised for the benefit of the students and the faculty. The Institute utilised Institutional GMEET to the fullest so as to provide undisturbed online education to the students during the lockdown. E-governance of the academic and administration reduce the paper usage. Google auto proctor was subscribed to, for conducting online college and university exams.

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

6.5 - Internal Quality Assurance System

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

Pursuing autonomous status through democratic participation: The Institutional endeavour to acquire the autonomous status is for quality enhancement and sustenance. The advisory bodies like IQAC, CDC, governing bodies entrusted the Institute with curriculum reforms and revisions for enriching the quality of the teacher education program.

Outcome based approach in teaching, learning and evaluation : For the student learning to be more focussed and goal oriented with an holistic plan , the outcome based approach was adopted and adapted by the Institute to be in sync with the vision, mission and policies of the Institute. The planning was done with constructive alignment of the teaching methods and the evaluation process.

Updated with the recent developments in education - The faculty, students and other stakeholders were made aware of the perspectives and implications of the NEP 2020 in the education system, The IQAC stressed the Institute to be a hub for analytical and deep discussions of the recent policies in education. The latest policies on ecology, inclusion, assessment, teaching, blended learning, e-resources were also discussed in small groups by the teachers. The faculty presented innovative, recent and research based presentations after every monthly staff meeting. This encouraged the

faculty to keep learning and sharing.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

For the quality assurance in teaching learning process the mechanism followed the guiding light of the principles of total quality management i.e. keeping in mind need for excellence, productivity, catering to societal needs, innovations and taking initiatives. The teachers were encouraged to strengthen their teaching -learning through this process. The mechanism adopted by the Institute for reviewing the teaching-learning process was democratic and participative.

1. Planning and reviewing: At the outset of the academic year, there is planning meetings of the course coordinators, the course feedback of the students is reflected and measures are charted to improve the teaching-learning process.

2. Regular meetings: The in-house faculty meetings review the outcomes and feedback of the teaching-learning process, project based courses and make suggestions for enhancing the process or resolving challenges faced by students and teachers. The intermittent advisory body meetings of the governing bodies, IQAC and CDC are also presented with the academic progress, review is done and suggestions, recommendations are given.

3. Feedback analysis: Feedback is collected from various stakeholders like students, school principals, parents, community centers, alumni, employers, faculty, and other networking institutes for reviewing the teaching-learning process periodically. The feedback is analysed from all angles for bettering the teaching-learning process for quality assurance.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

17

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sxie.info/2021/IQAC%20Meeting%20Sep%202021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.sxie.info/2020/AQAR_2020-21_Accepted_Final_website.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Applying for ISSN number for the Institutional journal-The Institute started its process of developing its own journal this year, this has been in process, but focussed and deliberate steps were taken with the advice and guidance of the autonomy peer team. The publication team went through the proper channels of applying for the institutional journal, formed the editorial team. The Journal was decided to be peer-reviewed, multi-disciplinary, bi-annual one. The journal was named as Xaverian Journal of Educational Practices (XJEP). The first issue of volume 1 was published in March 2022. The editorial team was supportive and gave timely advice for enhancing the quality of the journal. The articles received by the journal were sent for double-blind peer-review. It was published online as an e-journal and details were sent for securing the ISSN number.

The other example is of pursuing for the autonomous status by the Institute. The Institute has been an established teacher education college for over six decades and is known to contribute to the field

of teaching with brand quality education. The Institute applied for autonomous status for assuring quality curriculum and evaluation process. The Institute through its efforts were successful in achieving the autonomous status. The NAAC grade was also extended till 2027 as a part of autonomy transition period.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The Institutional policy reflects the cultivation of positive and proactive attitude towards the consumption and conservation of energy. The policy focuses on awareness, education, implementation and evaluation of energy. The stakeholders are made aware of the policy through the website and during various inductions and orientation programs. The students are involved in environmental harmony by the explicit best practice of the College for the last many years. The policy has zero tolerance towards the wastage of electricity, water, and other energy modes.

There is a conscious vigilance of the authorities and students towards following the energy policy. The alternate source of energy were the installation of the solar energy panels, replacing the non-LED bulbs and tube lights with the LED once they are exhausted. The green, energy and environment audit was conducted, and the Institute was certified with it. The recommendations of the audit were consciously and deliberately integrated in the Institutional policies and programs. Solar panels installed are a huge step towards energy conservation and reuse, and recycling of energy. The policy endorses the value-based programs of the environmental club, joining hands with the Non Government program like awareness towards energy conservation were organised. Students are constantly made aware of judicious use of electricity.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

SXIE has been advocating waste management for decades. The waste handling from waste reduction, waste segregation to sustainable waste disposal follows the ecological policy. SXIE believes that to preserve and protect the environment we need to maintain sustainability and hence need to work towards creating or generating waste as minimal as possible. There is a MOU signed with Safai Bank of India, which is a NGO working towards recycling of the waste.

1. Different educational sessions and programs were conducted like water management, ecology inclusion programs, making best out of waste, encouraging promotion of energy conservation, alternate use of plastic and judicious recycling.
2. There is always a search for better ways of judicious use of waste and upgrading of e-governance for paperless working.
3. Waste segregation into e-waste, wet waste, and dry waste is maintained for effective waste management.
4. There is organic compost pit maintained for making manure, compost from dead leaves and organic waste.
5. The physical equipment required for waste management and physical spaces is maintained. The physical placement of the waste management equipment is indicated clearly as well as placed in the apt places. The waste management is an important environmental concern managed well and even a LMS is dedicated to it for student awareness and direction.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The commitment to cleanliness, sanitation, and green cover is reflected in the theme of the college - Care for our common home-earth, which is through the year a reminder of citizen responsibility and civic sense.value-based assemblies conducted by the B.Ed. students in the Institute and also in the internship schools promote values of cleanliness and sanitation. The environment club encourages students to involve themselves in the civic work of cleaning the beach, public places and even public transport. The support staff is ever vigilant to any unhygienic or unclean spots in the Institute.

The waste management was monitored and supervised by the Management and special care during theMission begin Again were taken to keep

the faculty - teaching and non-teaching staff. The Manager, Principal had made the sanitation equipment available on every floor of the College. The automatic sanitizer machines were kept at a strategic place for easy use and visibility.

Even during lockdown waste management sessions were conducted led by students of making recycled use of the waste items. The collection drive of plastic was carried on by the institute and the Institute was awarded Green Warriors Certificate. The students spread awareness of importance of zero use of plastic and plastic waste that can be recycled and reused.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

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

0.018

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Different sessions were organised for value based activities like water management, following the recommendations of the water and energy audit. Different co-curricular activities, assemblies and programs were organised in the internship schools and in the college for promoting preservation and beautification of the local environment. The approach of best out of waste was implemented.

Important session on developing skills for social entrepreneurship was conducted, which opened up ways to help in leveraging the local environment and locational knowledge and skills.

Through Xavier's Leadership efficacy development program student resource persons taught the art of making old bottles into culturally appropriate useful items. Under the waste management practice the students took initiative to promote recycling of plastic waste in the local community. The Multilayered packaging which is harmful to environment was collected by the students from the local areas and donated to the NGO for effective reuse of it for the welfare of the society.

A session organised by local experts on music and dance helped the students to understand the importance of how the planet earth can be protected, nurtured and cherished. This also was shared by student teachers in the community centers and internship schools.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

'Ignatian Interventions for Transformation' was in communion with the Management's recognition of the '500th year of the Cannonball Moment' in the life of St. Ignatius, the founder of the Jesuits. The year was marked with immersive interventions to help acclimatize staff and students, with a fresh direction towards its vision and mission. So ongoing programs were given a greater thrust towards the vision. The Best practice of the year helped in bringing out the true Ignatian spirit which would then filter into various activities in the Institution.

Adoption, Development and Curation of OERs, as a best practice, was

adopted as a call to 'Knowledge generation and curation for better use and accessibility to all'. The best practice has helped the staff and students enter into the world of open educational resources. An integration of these open educational resources into the teaching learning system, through adoption and creation of new open educational resources and contextualizing the OERs for classroom use was the main aim of this best practice. Students were provided training from an expert and their respective faculty. There were timely interventions to develop their skills in OER adoption, development and curation. The products were uploaded on the Google Learning Management System.

<https://ww2.sxie.info/iqac/best-practices> - on the website best practices are posted.

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

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

DISTINCTIVENESS OF THE INSTITUTE FOR THE ACADEMIC YEAR 2021-22

Transformation through the Formation of men and women for others in the light of the Ignatian Philosophy.

The Philosophy of the founding father is that of understanding the context, be in the experience, critically reflect and mobilise it towards social action. The distinctiveness of the Institute is formation of men and women for others who are having the values of 4 Cs- Competence, Conscience, Compassion, and Commitment and in new normal, these values cannot be over emphasized.

These values are ingrained in the student teachers from induction program, and this year the cannonball moment 's quinentenary was celebrated so different programs like assemblies, competitions of making meaningful bookmarks, organising certificate courses, holding joint webinars to spread the values of transformation for the

service of humanity was conducted. The Institute along with it also develops in the student teachers' values that are about having conscience, discernment, and reflection. The compassion and commitment for the self, for the disadvantaged and care for the environment is imbibed in the student teachers.

These four values are reflected in their curricular, co-curricular, community work and in research. The student teachers are supported in their journey to organize programs like respecting, celebrating different significant days as well contributing to the community of little learners by not only learning resources but also sources of inspiration for others.

<https://sxie.info/IQAC-2021-2022/Consolidated%20Distinctiveness%2021-22.pdf>

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