ST.XAVIER'S INSTITUTE OF EDUCATION

(AUTONOMOUS)

ACADEMIC AUDIT REPORT

ACADEMIC YEAR 2022-23

40 A NEW MARINE LINES

MUMBAI 400 020

TABLE OF CONTENT

Academic Audit Team Members

S.No.	Name & Institutional Address	Academic Audit
1.	**Dr. Andrea Coutinho** Principal, St. Xavier's Institute of Education (Autonomous), Mumbai	Principal
2.	**Dr. Karuna Gokarn,** Vice Principal St. Xavier's College (Autonomous), Mumbai	Academic Audit - External Member
3.	**Dr. Vaijayanta Anand,** Associate Professor College of Social Work Nirmala Niketan (Autonomous), Mumbai	Academic Audit - External Member
4.	**Dr.Bijoy K Thomas** Assistant Professor St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator
5.	**Dr.Shadab Paloji,** Associate Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member
6.	**Ms.Kalpana Chavan** Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member

Academic Audit Questionnaire For Teaching Departments

The questions are to be answered as "Yes" or "No".

There Will be a need for prior discussion before answering each question.

If the answer is 'yes' to a question, self-study should briefly the "who, what, when, where, and how' of that answer.

Follow-up questions for discussion would be:

- In what ways?

- Are our approaches effective?

- How do we know that our approaches are effective?

- How can we demonstrate that our approaches are effective?

- How can we improve upon what we do now?

If the answer is "No", the self-study should discuss:

- Whether you wish to improve in this regard, and

- How you plan to do so.

- These details should be provided to the Auditors during their visit.

PART A

I. Policies

1.	Do you have adequate policies to direct, monitor and review all academic and administrative processes?	SXIE formulated regulations and policies pertaining to a wide range of extracurricular and curricular pursuits. The purpose of SXIE's policies and regulations is to establish a framework that is structured and achieves a balance between responsible governance and academic freedom. They provide guidance for the academic and administrative operations of the institution, guaranteeing adherence to pertinent regulations, achievement of objectives, and quality control. Statutory bodies of SXIE played a pivotal role in approving policies. Statutory bodies endorsing academic and financial policies. During the academic year 2022–23, the SXIE established the subsequent policies. 1. Examination Policy and Procedures 2. Internship Policy 3. Library Policy and Procedure 4. Value Added Courses Policy 5. Infrastructure Policy 6. Placement Policy 7. Prevention of Sexual Harassment of Women at The Workplace 8. Internal Complaints Committee 9. Ecology Policy 10. Certificate Courses Institutional Policy 11. Research And Consultancy Policy Reviewing all academic and administrative processes with reference to established policies are regularly conducted by the college. Every year Academic, Administrative and Library auditing were systematically conducted by the Institute.

2	Do you abide by all rules, regulations and norms of government and academic bodies at the national level, for conducting all processes in the department/college?	In accordance with the norms and regulations established by the government, the institution adheres to all of the rules and regulations. Government standards serve as the basis for the formulation of policies. It's essential for colleges to follow these regulations for quality education, faculty recruitment, curriculum design, and overall institutional functioning. 1. Admission procedure of B.Ed. and Ph.D. 2. Curriculum and syllabus framework 3. Examination, Internal assessment procedure and publication of result 4. Credits, and Teaching workload 5. PO-CO Measurement 6. Duration and workload distribution of teaching and non-teaching faculty members 7. Administrative functioning
3	Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes?	Maintaining documents in a college involves several steps to ensure organization, compliance, and accessibility. Documents are categorized into academic records, administrative documents, financial records, policies, etc. Other documents like minutes of meeting, administrative documents are systematically maintained as printed documents. 1. Admission: The portal created by the DHE, the Maharashtra government, and the University of Mumbai manages admission and enrolment documents. The institute maintained the documents in the form print. 2. Attendance of Staff and Students: Biometric systems were used to collect and analyze attendance of staff and students. 3. Academic activities: Academic documents for the B.Ed. programme and certificate programmes were

		organized with the support of the cloud storage system. Examination papers and internal assessment records maintained as physical documents.
		4. Minutes of the Meeting: Meeting minutes are documented on the register and also uploaded on the Website.
		5. Administrative documents: Administrative documents are printed and organized the documents categorically (e.g., administrative, academic, financial) and label folders clearly for easy identification.
		6. Examination Data: Examination data saved as digital and print copy.
4	Are all members of your department (Students, teachers and support staff) aware of their code of conduct in their duties and allied work?	The institute organize comprehensive orientation sessions and induction program for new students. The induction program include sessions dedicated to explain the code of conduct, academic policies, behavioural expectations, and consequences for violations. 1. The regulations and policies of the Institute, the code of conduct, and the ordinances and regulations of the B.Ed. program are also uploaded on the website for the faculty and students' reference. 2. The Academic Handbook of each academic year is incorporated with the polices and code of conduct. 3. The Maharashtra Government Service Regulations outlined the tasks associated with both teaching and non-teaching. By employing a combination of these methods, colleges can effectively ensure that students and faculty members are well-informed about the code of conduct and policies, promoting a culture of compliance and ethical behaviour within the campus community.

Documentary Evidences

Refer Annexure I

Observation:

All policies to be hosted on the website

Recommendations:

Antiragging policy
Ethics policy
Code of Conduct

Either yours or govt policy.

II. Learning Outcomes

1	Are the Program Outcomes(POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) been explicitly defined, explained, explained and communicated to students and other stakeholders at the commencement of the program (e.g., as employees, as graduate students, as citizens)?	Yes, the learning outcomes are published on the website, the academic handbook has the course outcomes per course. There were workshops held for faculty and students for the Learning Outcomes. This activity has helped to map and understand the learning outcomes. The stakeholders like parents, alumni have also been acquainted with the Learning outcomes.
2	Are the Program Outcomes, Program Specific Outcomes and Course Outcomes defined by the department/college individually or is it a collective/collaborative activity with other departments from other colleges/University level?	The College has 7 members plus the Principal in charge for the B.Ed. Program. Thus, the Program outcome was collectively discussed and finalised by all the members of the college. The Course Outcomes were defined within the small group of the course coordinators and then published. The different series of planning and review meeting are witness to the collaborative and cooperatively conducted framing of the curricular reforms.
3	Are students/employers/alumni consulted for defining Program Outcomes, Program Specific Outcomes and Course Outcomes?	The School Principals, the alumni, the experts in the field were consulted before framing the Learning Outcomes. The statutory and non-statutory bodies were consulted also during framing of the Course Outcomes and Program Outcomes
4	Are Program Outcomes, Program Specific Outcomes and Course Outcomes reviewed periodically for improvement?	The Program and Course Outcomes are reviewed on basis of self-reflection, student feedback and the context of time and place.

Documentary Evidences

Refer Annexure II

Observation:

In-house mapping of PO-CO well laid out

Recommendations:

Please train other colleges.

III. Curriculum and Co-Curriculum

1	Is your curriculum and curriculum designed to achieve the defined Program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes, intensive and extensive planning meetings were held while revisiting the existing curriculum and revising it in the autonomy year 2022-23. The Curriculum is reformed and modified, based on the Program outcomes which includes the vision, mission and the Institute.
2	How are individual teacher's preferences or decisions reflected in curriculum enrichment?	The course facilitators had small group meetings and based on the factors like quality enrichment, updating existing curriculum, employability skills, enhancing independent learning etc. The Course teachers had complete flexibility and freedom to discuss with in-house teachers as well as experts from different fields for curriculum reforms and enrichment.
3	Do out-of-classroom activities (co-curricular activities) complement the curriculum to achieve the desired Program Outcomes, Program Specific Outcomes an Course Outcomes?	The Project based Courses which are field oriented complement the curriculum in a meaningful manner, enhancing the curriculum. The Project based courses like Community work, school based internships; action research projects, learning resources NEP initiatives, various club field visits, exploring different outreach and community based activities support the achievement of desired outcomes – program and even course. Students are asked to connect their theory with the community work, and internship experience s to have an holistic understanding, and also develop their sensitive and positive attitude towards diverse learners.
4	Do you educate the students regarding the reasoning behind the integration of curriculum and co-curriculum, to achieve the specified learning outcomes?	Yes, Each semester curriculum transaction is preceded by the orientation and outcome of all the curricular and co-curricular activities. The Institute also arranges

Documentary Evidences

Refer Annexure III

Observations:

Community Engagement program well designed

Recommendations :

Expand collaborations with other NGOs

IV. Teaching-Learning Process

1	Do you effectively design and deploy teaching methods to improve student learning and mastery throughout the program, and use appropriate conventional and technology-enhanced instructional materials/methods?	The value system of teaching and learning in institute is dynamic, with a shift toward more student-centered, technology-integrated, and outcome-based approaches. Integrating technology and adapting an evolving educational teaching approach is emphasized at SXIE. Some of the various teaching methods adopted by the faculty were as follows: Classroom Teaching Methods 1. Activity Based Learning 2. Classroom Task 3. Problem Solving Approach 4. Scenario Based Learning 5. Student Seminar 6. Self-Regulated Learning 7. Art Integration 8. Providing Reference 9. Poster Presentation 10. Flexible teaching pattern 11. Use of Advanced Organizers 12. Field Trip 13. N-List Resources 14. Training for Using Technology 15. Online Tools 16. Use of Image 17. N-List 18. Online references 19. Problem Solving 20. Use of Open Educational Resources 21. Video / Educational Movie 22. Use of Learning Management System 23. Discussion Forum 24. Assessment 25. Inclusivity and Diversity 26. Curriculum Enrichment Activities 27. Teaching with research-based papers 28. Connecting Classroom teaching with actual experience at internship 29. Blended Learning Approach
2	Do you regularly evaluate the effectiveness of teaching	The process of evaluating the effectiveness of teaching methods and the appropriateness of

	methods and the appropriateness of instructional materials?	instructional materials is iterative, aiming for continuous improvement. Flexibility and adaptability are key to refining teaching methods and instructional materials effectively. The institute regularly evaluates the effectiveness of teaching methods in various ways. 1. Course Feedback from students 2. PO-CO measurement 3. Performance of the students in the class test and internal evaluation. 4. Discussion in the monthly staff meeting 5. Discussion about the quality criteria of teaching and learning in various meeting. 6. Mentoring program
3	Do you enrich the curricular transaction on a regular basis and teaching methods are modified accordingly to improve student learning?	At regular intervals, the institution conducted an evaluation of the student's overall performance. With regard to the internship practice, the coordinators analysed the results of the internal evaluation as well as the teaching lesson plan marks. Tutorial sessions were conducted for students. Tutorial sessions included with question bank discussion, clarification of doubts etc.
4	Do you regularly engage in Professional development that enhances your teaching?	The institute motivate teaching faculty members in engaging in professional development for continually enhance their teaching and scholarly contributions. Active engagement in professional development initiatives provides educators with the chance to expand their knowledge and proficiency across a diverse range of disciplines. Curriculum and teaching, differentiating instruction, and reflective practise are just a few of the many areas where teachers and students benefit from professional development.

		Following are some of the professional development opportunities organized for teachers in the academic year 2022-23. 1. Regular faculty development sessions 2. Support for applying the research projects 3. Library facility provided 4. Inter-Library loan facilities 5. N List resource accessibility 6. Participate and organize various seminars 7. Allowing the faculty to participate in the FDP. 8. Research sponsorship
5	Do you, in consultation with your students, actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution?	Creating a vibrant scholarly environment involves fostering collaboration, knowledge sharing, and active engagement. In order to promote a scholarly environment in the institution, the institute adopted various strategies like 1. Promote the use of Library 2. Accessibility to N List and other e journals 3. Self-regulated learning strategies 4. Upgraded technology facility 5. Expert talk on various topics 6. Create collaborative environment in the classroom teaching process 7. Opportunity to upgrade themselves with MOOC and Swayam Course 8. Provide value added course – Computers in Education and Action Research Enrichment program.
6	Are your roles and responsibilities regularly assessed and appropriately	Roles and responsibility of the teaching faculty are distributed to cater maximum individual attention to the students. Responsibility of

		teachers are designated based on the following ways
	distributed to support student institution?	1. Portfolio wise distribution
		2. Course wise distribution
		3. School internship group
		4. Pedagogy Club
		5. Community work centre
		6. Lesson coaching group
		7. CCA and Action research group
		8. Mentoring group
		Thus teaching faculty are able to focus on a small group of students.
7	Do you have a mentoring system to adequately orient and advise within the department?	A structured mentoring system was adopted by the institution. The students were divided into small group. Each group was allotted a Mentor, usually a teaching faculty. Monthly mentoring meetings were held. In each meeting some specific agenda points were discussed and at the same time, students can express the challenges faced by them. Guidance and motivation were given to the students by the mentor.

Documentary Evidences

Refer Annexure IV

Observation:

Multiple learner-centered, interactive teaching methods used effectively. Well-structured mentoring system

Recommendations:

Please develop a manual of How to Mentor students?

V. Student Learning Assessment

1	Are the students' University results improving over the last 5 years?	Yes. As per the analysis of the results it was observed that students' result in terms of grade and marks have improved over the last 5 years
2	Is Internal Assessment (college exams) Comparable with External Assessment (University Exams)?	Yes. The Internal Assessment (college exams) which included the question papers were set on the patterns of the university exam papers and the exam conducted were in sync with the pattern followed for University exam, therefore, the assessment is comparable.
3	Do you assess students internally in any way other than that prescribed at the University level?	Yes. Students were given Open Book Assignments and classroom tasks in the class to finish and achieve the learning outcome.
4	Do you review examination results and take corrective measures to implement your teaching-learning practices?	Yes. Every semester results and internal assessment marks were analysed and a list for remedial teaching was made. the diagnosis is done for such students and accordingly, teachers prepare their instructions for remedial.
5	Do you feel that the present assessment procedures need to be reviewed for improvement?	Yes. It is important to review the ongoing system of assessment to include the updated techniques and also achieve the learning outcomes that have changed over the years.

Documentary Evidences

Refer Annexure V

Observation:

Evaluation system takes care OBE.

Recommendation:

Develop innovative ways of evaluation

VI. Research

1	Do you support a research environment in the department?	Yes. The Institute supports and promotes research culture among the faculty and students. Research activities, doctorate study, paper presentations, and engagement in seminars and workshops were some of the ways in which faculty members keep themselves up to date with the latest developments in their fields.
		Various activities conducted in the last academic year that promoted research culture were as follows:
		Research Projects completed by the students
		Student teachers are encouraged to do research on topics related to various educationally relevant topics. Student teachers complete action research projects as per the course criteria. Some of the action research projects are interdisciplinary level. Action Research projects get extensive supervision, and a significant amount of time is allotted to them in the time schedule.
		Faculty Development Programmes
		Faculties participating in Faculty Development Programs are encouraged to meet and discuss about their own research projects, book reviews, and other educational topics. Faculty development program is conducted monthly.
		Ph.D. Centre
		Currently total 12 Ph.D. scholars are doing their Ph.D. degree under the guidance of - ✓ Dr. Geeta Shetty ✓ Dr. Vini Sebastian ✓ Dr. Bijoy Thomas

		Pursuing Ph.D. Degree
		Two teaching Faculties are pursuing Ph.D. under Mumbai University and are on the verge of completion of thesis
		SXIE Research journal
		The institute published research journal to promote publication of article from various faculty. the details of the 2nd issue of journal published are as follows –
		Xavierian Journal of Educational Practice – A Peer Reviewed Interdisciplinary Journal
		Research and Development Cell
		Research cell organises research enrichment activities for student teachers. Research Enrichment sessions were organised for benefitting students' higher education and/or for employability benefits.
2	Are your research efforts socially relevant?	Yes . The institute promotes research topics that are relevant to current trends in education, and it is socially relevant. The research projects undertaken by faculty and students are need of the hour. The Institutional Research topic is related to school students and their academic issues and solution, ICT in Education, Pedagogies used in school.
3	Have your research efforts contributed to emerging trends in research?	Yes. The institution conducts study on current educational trends. Current research initiatives focussed on technological trends, massive open online courses, and novel pedagogy. The outcome sheds light on current advancements in school courses and instructional methods.

4	How effectively do you interface with the campus and system-level infrastructure available to support your research activities and competitiveness as an academic program.	The institution has made the best possible use of existing facilities to assist staff and students in doing research. The faculty and students are constantly supported by the institute and are provided with the best possible infrastructural facilities for the advancement of academic and research activities. For reference, the library offers services such as Ph.D. theses, dissertations, research encyclopaedias, periodicals, and research projects. Institution also offers online research resources such as e-journals, open learning materials in the field of research, access to the N List and research review collections, the information for which with details are posted by the librarian on the LMS on weekly basis . Faculty and student at the institution could also use the library's LAN system to access its contents. Access to the college library's free wireless internet was provided to faculty and students in both the computer lab and the staff room. Students and professors could also make use of low-cost printing services. The institution encouraged faculty members to participate in research-based workshops or training programmes organised by the Departments and/or the University level, as appropriate.
5	Does the college/department conduct programs for informing teachers and students regarding the opportunities of external funding for research?	Yes. The college passes on any notice or circulars received from the source of funding agencies like UGC, University , or any other local or national level bodies. The circulars were either displayed on the notice and bulletin boards or were sent via

		email to the faculty members and students as relevant .
6	Does the college/department conduct programs on research proposal writing and project management for teachers and students?	Students and faculty are encouraged to do action research, present and publish papers on many elements of teaching and learning at the Institute of Education. Students, in their undergraduate level for action research projects, were given extensive instruction with an Action Research Enrichment Program conducted and a significant amount of time was allocated for them in the timetable to finish their project and submit . Action Research Enrichment Program enabled them to write research proposals, research report, analysis of data etc. If needed, assistance was provided to faculty members in the preparation of research projects and proposals.
7	Does the faculty in the department/college have sufficient competitive expertise to obtain a significant amount of external research funding?	Yes. The faculty does apply for research funding and are also receiving funds from various funding agencies .
8	Does the Funding for research from external sources contribute to a measurable level towards the departmental budget?	No, Funding for research project from the external source do not contribute much towards the departmental budget. In the academic year, the institute had supported the faculty members by funding for promoting their research initiatives. All the faculty members were given the seed money of 12,500/- for their research-based initiatives so that the curriculum enrichment is promoted through their advance studies.

Documentary Evidences

Refer Annexure VI

Observation:

Research activities can be increased
More studies / projects with students.
Faculty publications were few.

Recommendation:

Institutional Research Board to be set-up
Research & Development cell should be
more active
Funding & publications is the need
of the hour

VII. Support for Quality Education

1	Do you evaluate supporting ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?	Yes following are the Ancillary functions to support the program outcomes : SIXE support students in various ways. Student support mechanisms in the institute are crucial for student success. The student support mechanisms at SXIE encompass various forms of financial assistance, providing learning resources, and support their emotional development and organize programs to help students to navigate academic, personal, and professional challenges during their educational journey. The following activities were organized as Student Support Mechanism during the year 2022-23. **Learner Profile** Learner profile data refers to information collected and maintained about individual students in educational settings. This data typically includes a variety of information that helps educators and institutions understand and support each student's learning needs, preferences, strengths, and areas for growth. At the time of admission, students were asked to fill-up the learner profile form. Learner profile form includes the personal and academic information. **Mentoring** Mentoring in teacher education colleges plays a crucial role in the development of future educators. It is a structured process where experienced educators, known as mentors, provide guidance, support, and expertise to pre-service teachers, also known as mentees or teacher candidates.

		Student Council Activities
		Student Council was constituted through elections. This democratic process allows students to participate in selecting their representatives, fostering a sense of civic engagement and leadership within the student community.
		Student Supportive Programs
		In higher education currently many reforms are implemented and transitioning through this rapidly evolving field students are confronted with many challenges. In such a situation formal and informal support is vital in encouraging and developing the spirit of engagement throughout the journey of learning.
		Student Support Committees
		Health cell
		Health Cell of the college has played a pivotal role in promoting and maintaining the well-being of students and staff members. With a focus on holistic health, this initiative encompasses various programs were organized by the health cell during the academic year 2022-23.
		Counselling
		Grievance Cell
		Gender Cell
		Internal Complaints Committee
		Parent INTERACT
		Competitive Examination preparation
		Scholarship
		Annual College Fest – PRAYAS
		Induction Program
		Student Involvement in different Committees
		Student led programs

		Technology facilities
		Post pandemic the routine work is also conducted with the support of technology. Students were constantly informed, and faculty members used LMS and practical application of technology in novel ways. Students were encouraged to utilise technology in a variety of ways, including lesson preparation, reference, co-curricular activities, and even while delivering lectures, seminars, and paper presentations.
		Computers at the library and labs, Wi-Fi, N List, and open educational resources were all made available. The library's digitization encouraged faculty and student to utilise ICT to access teaching and learning materials.
		The learning management system (LMS) and the college website were the platforms used to upgrade any information . Technology became the mode of communication even in networking with university, other institutions, and schools .
		Sports and Gym equipment
		A multifunctional lounge with a mini-gym and the required equipment to host club events and indoor games is housed inside it.
		A variety of sporting equipment were made accessible for both indoor and outdoor activities. Any free time was productively used with the help of a little gymnasium, sports equipment, and musical instruments. The institution provided indoor facility as chess, carrom, scrabble, table tennis, and in-house relays in addition to outside sports.
2	How does your budget promote or restrict your	The budget from Finance bodies were limited which restricted the ability to implement quality initiatives

	ability to implement quality improvement/enhancement initiatives?	in the field of research yet personal initiatives were taken by all the staff to conduct some research projects. The funding from RUSA did help to cover up the technological requirements and make the Infrastructure better for Quality initiatives
3	Do you engage your students, alumni and other stakeholders to support a high quality, sustainable academic program?	Student teachers are encouraged to support quality education. Different programmes organised with the support of students are **Student council** All the student council activities are organized with students' support. **Other Club/ Cell activities** Many activities are organized and implemented by the various student bodies like health cell, gender cell, environment cell. It is facilitated by the faculty in charge but initiative taken up and implemented by the students **Meet with Alumni and Parents** Input from stakeholders including parents, alumni, ensured that the variables that support quality were maintained and any barrier to quality was taken care of so that the best practices of the institution could be managed . PTA meet is conducted twice annually and induction took place to orient the parents on the functioning of the institution, rules and regulations. Parents were also encouraged to contribute as a stakeholder in developing skills and competencies amongst students as a part of entrepreneur skill. Alumni meet is conducted twice annually where a small get together and deliberations on academic quality and other academic related issues are taken

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

Documentary Evidences

Refer Annexure VII

Observation

Robust Student support

Recommendation

Please mentor students on placement & package that they would be eligible based on their performance. This could be told to them during their orientation.

VIII. The Academic Audit Process

1	Was the Academic Audit process faculty driven?	Yes. The internal committee of academic audit served as a quality review for the different academic programs. The audit was discussed in the college staff meeting as well as in the online meeting with the experts of the external academic audit committee. The deliberations made the audit report much more fool-proof and comprehensive. The format of the academic audit was shared with the faculty as well as the external members of the academic audit.
2	The Academic Audit process clearly investigated all quantitative and qualitative data for the department's quality processes?	Yes, the academic audit is an intensive study which documents information through key indicators which are studied in quantitative as well as qualitative pattern. The most important area is that of the documentation with reports, geo-tagged pictures and compilation of quantitative data.
3	Were all relevant stakeholders involved in the Academic Audit process?	Yes, the different stakeholders like internship school principals, in-house faculty, support staff, students, alumni, experts in the field of education, other philanthropists parents were involved in the audit through feedback and
4	The Department/College could identity its SWOC profile during preparation for the Academic Audit?	Yes, student feedback for the transaction of the course, SWOC and feedback for different college activities were collected, analysed and suggestions were integrated in the curricular reforms

Documentation:

- These questions are essentially for the Audit Team to fill in when they assess the documentation and during the site visit.

Follow-up from previous NAAC Accreditation Recommendations

1	Have you implemented all the quality initiatives of the department as stated in your previous self-study report?	Yes
2	Have you considered and implemented the recommendations of the NAAC Peer Team Report (Previous NAAC accreditation) and documented the necessary action?	Yes

Documentary Evidences

Refer Annexure VIII

Observations

All good → presentation was lucid, files well maintained & updated. Visits in the campus was well planned.

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

Quality initiatives such as remedial classes have improved the teaching - learning process.

PART B

ACADEMIC AUDIT EVALUATION

S.No.	Name & Institutional Address	Academic Audit
1.	Dr. Andrea Coutinho Principal, St.Xavier's Institute of Education (Autonomous), Mumbai	Principal
2.	Dr.Bijoy K Thomas Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator
3.	Dr. Karuna Gokarn, Vice Principal St. Xavier's College (Autonomous), Mumbai	Academic Audit - External Member
4.	Dr. Vaijayanta Anand, Associate Professor College of Social Work Nirmala Niketan (Autonomous)	Academic Audit - External Member
5.	Dr.Shadab Paloji, Associate Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member
6.	Ms.Kalpana Chavan Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member

Evaluation Rubric

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

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

3. Curriculum and Co-curriculum	N/A	No Evident	Emerging	Established	Highly Developed
3.1 The faculty collaborates/contributes regularly and effectively on the design of curriculum and planned improvements. Regular reviews of the curriculum based on best practices are taken.				-	✓
3.2 The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.					✓

3. Curriculum and Co-curriculum	N/A	No Evident	Emerging	Established	Highly Developed
3.3	The co-curriculum is best aligned to the curriculum to inculcate additional skill sets in the student directed towards employability and/or research					✓
3.4	Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum.					✓

4. Teaching and Learning Process	N/A	No Evident	Emerging	Established	Highly Developed
4.1	Teachers and regularly involved and effectively design, develop and deliver using teaching methods that improve student learning throughout the program.				✓	
4.2	Teachers promote the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives.					✓
4.3	Teachers regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials.					✓
4.4	Examination/Evaluation results are reviewed on a regular basis and teaching methods are modified accordingly to improve student learning.				✓	
4.5	Teachers regularly engage in professional development that enhances their teaching, scholarship and practice.				✓	

4. Teaching and Learning Process		N/A	No Evident	Emerging	Established	Highly Developed
4.6	The program monitors student performance in its courses and uses that data to inform improvements in the program and to optimize student success.					✓
4.7	Teachers and students actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution.				✓	
4.8	Faculty roles and responsibilities are regularly assessed and appropriately distributed across the department to support student success.				✓	
4.9	All programs ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community.					✓

5. Student Learning Assessment		N/A	No Evidence	Emerging	Established	Highly Developed
5.1	Appropriate indicators of student learning success have been established for the program.					✓
5.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods					✓

5. Student Learning Assessment	N/A	No Evidence	Emerging	Established	Highly Developed
appropriate to the outcomes being assessed.					
5.3 The program regularly conducts quality improvement measures (remedial courses, ad-on-courses, value addition course) based upon the students' assessment results (internal and External).					✓
5.4 The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.				✓	
5.5 The program regularly provides students with opportunities to participate in co-curricular activities and /or seminars specific to the discipline outside of the classroom.					✓
5.6 Data on current students and follow-up data on graduating students, including placement data, are regularly and systematically collected				✓	

5. Student Learning Assessment	N/A	No Evidence	Emerging	Established	Highly Developed
and utilized for program improvement.					
5.7 The data of assessment of graduating students shows a positive reflection of the methods of teaching-learning implemented in the program.				✓	

6. Research Environment	N/A	No Evidence	Emerging	Established	Highly Developed
6.1 The department/college effectively communicates the program's research environment, values, and priorities to current and prospective students and other audiences.			✓		
6.2 The program engages graduate students in inquiry and contemporary research in collaboration with the faculty.			✓		
6.3 The program strives for sponsored research funding at comparable levels with other departments within the institution and across peer institutions			✓		
6.4 The program ensures that teachers are consistently					

6. Research Environment	N/A	No Evidence	Emerging	Established	Highly Developed
informed of external funding opportunities as well as the availability of assistance in areas such as proposal writing and project management.				✓	
6.5 The program demonstrates sufficient depth and breadth in research expertise to enable competitiveness in the external funding arena.			✓		

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

7. Support	N/A	No Evident	Emerging	Established	Highly Developed
student outcomes through appropriate tests for communication and ability to apply knowledge.					✓

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

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

Academic Audit
Commendations, Affirmations, and Recommendations
Commendations

Total Number of Commendations [ ]

Commendation #1 –

Overall good

Commendation #2-

Commendation #3-

Commendation #4-

Commendation #5 –

Affirmations

Total Number of Affirmations [ ]

Affirmation #1 –

Best Practices in Teaching – Learning followed

Affirmation #2 –

Affirmation #3 –

Affirmation #4 –

Recommendations

Total Number of Recommendations | 5 |

Recommendation #1 –

Research activities to be strengthened

Recommendation #2 –

Elective Courses to be extended to other colleges.

Recommendation #3 –

MOUs with NGOs Could be increased
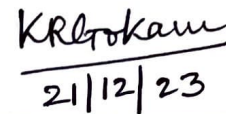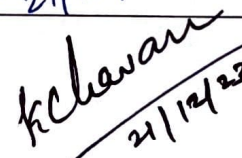
Recommendation #4 –

Mous for internships if possible

Recommendation #5 –

Project-based learning will help faculty research output

Name & Signatures of Audit Team

S.No.	Name & Institutional Address	Academic Audit	Signature
1.	Dr. Andrea Coutinho Principal, St.Xavier's Institute of Education (Autonomous), Mumbai	Principal	
2.	Dr. Karuna Gokarn, Vice Principal St. Xavier's College (Autonomous), Mumbai	Academic Audit - External Member	KRGokarn 21|12|23
3.	Dr. Vaijayanta Anand, Associate Professor College of Social Work Nirmala Niketan (Autonomous)	Academic Audit - External Member	Anand 21|12|23
4.	Dr.Bijoy K Thomas Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator	21|12|23
5.	Dr.Shadab Paloji, Associate Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member	21|12|23
6.	Ms.Kalpana Chavan Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member	KChavan 21|12|23

Name & Signatures of Principal:

Dr. Andrea Coutinho

ANNEXURE

ANNEXURE I
POLICIES
ACADEMIC YEAR 2022-23

Q.No.1.

1. Policies of the College

   Academic Handbook Page No. 4-53

   https://www.sxie.info/2022/SXIE_Academic_Handbook_2022_23_Print.pdf

Q.No.2.

1. Admission procedure of B.Ed. and Ph.D.

   https://www.sxie.info/2022/B.Ed_Broucher_2022_23.pdf

2. Curriculum and syllabus framework

3. Academic handbook – Credits

   https://www.sxie.info/2022/SXIE_Academic_Handbook_2022_23_Print.pdf

4. NCTE Rules and Regulations.

   https://ncte.gov.in/website/regulation.aspx

5. Examination, Internal assessment procedure and publication of result

   F.Y.B.Ed. Semester End Examination Results - Date 26th May 2023

   Two - Year B.Ed. (CBCS) Program Student Application Form For Reassessment / Reevaluation / Photocopy of Semester End Examination

6. B.Ed. Academic Batch Arrangement of Semesters 2022-24

   https://ww2.sxie.info/sxie-academics/courses/b-ed-course/examination-announcement

   PO-CO Mapping

   https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-PO%20Alignment.pdf

   PO-CO of Sem I, II, III and IV

   https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20autonomy%20SEM%20I-%202022-23%20%20-%20Copy.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20SEM%20II-%202022-23%20.pdf

   https://www.sxie.info//2022/Academic%20Audit%20evidences/PO-CO%20Attainment%20Merged.pdf

7. Administrative functioning

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Administrative%20Audit.PDF

8. Academic Audit Policy

https://www.sxie.info/2022/Academic%20Audit%20evidences/NAAC_AAA_Note.pdf

Q.No.3.

1. Admission

   https://ww2.sxie.info/sxie-academics/courses/b-ed-course/b-ed-admission

2. Attendance of Staff and Students

   https://ww2.sxie.info/student-support/students-attendance

3. Academic activities (Theory and Practicum)

   Learning Management System - https://www.sxie.in/home

4. Minutes of the Meeting

   https://ww2.sxie.info/about-us/governance

5. Administrative documents – Physical storage

Q.No.4.

1. Policies on website

   https://ww2.sxie.info/about-us/regulations-and-policies

2. Academic handbook.

   https://www.sxie.info/2022/SXIE_Academic_Handbook_2022_23_Print.pdf

   Code of conduct for duties and functions of all stakeholders.

3. Code of Conduct

   https://www.sxie.info/2022/SXIE_CODE_CONDUCT_2022_23.pdf

4. Code of Conduct Sample Copy

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Code%20of%20Conduct%202022-23%20sample%20copy.pdf

5. Processes, such as admissions, examinations, CAS, IQAC, etc. Followed by college

   https://ww2.sxie.info/sxie-academics/courses/b-ed-course/b-ed-admission

Q.No.1
1. Program Outcomes

The learning outcomes is defines quality of the curriculum transaction. It will become important for us to assure curriculum reforms, As a part of quality initiative UGC recommended objectives set for improving quality of Higher Education Institutes. All institutes must strive to achieve the following objectives:

1. Improve the graduate outcomes so atleast 50% of students can progress towards higher education or world of work , secure employment and self-employment.

2. Promote link between student with the industry/ society so that they engage in activities during their period of graduate studies.

3. Equip students with communication skills, leadership skills, professional and soft skills, life skills, critical thinking skills and a spirit of invention/entrepreneurship skills.

An outcome-based approach means identifying what students should achieve and focusing on ensuring that they do achieve. It means shifting away from an emphasis on what is to be taught and how and when, to an emphasis on what is actually learnt by each student.

Program and Learning Outcomes-based Curriculum Framework for Undergraduate Education as per UGC document

1. https://www.ugc.gov.in/e-book/locf.pdf

2. https://www.ugc.gov.in/pdfnews/4598476_LOCF-UG.pdf?_gl=1*17xja4k*_ga*MTcxMjc3NjkwNi4xNzAyMDExNDc1*_ga_FGHYE CNLXB*MTcwMjAxMTQ3NC4xLjAuMTcwMjAxMTQ4MC4wLjAuMA

3. Program and Course Outcome of B.Ed. course at SXIE https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes

2. Learning Outcomes of the Curriculum Framework (LOCF) at SXIE

Based on the Learning Outcomes of the Curriculum Framework the Planning and Evaluation committee of the SXIE Institute also in its series of meetings have revised the curriculum to envision it to be inclusive, multidisciplinary and learner-centric education.

The different platforms like Planning and review meetings, faculty development session for orientation of the outcomes and presenting in front of the different statutory bodies – Board

of Studies, Academic Council, and governing body. The course progress was reflected and reviewed even during monthly staff meetings. Students feedback and comments were welcomed in the class as well as in the meetings.

Different stakeholders like Principals of the schools, employers, experts from higher education, alumni, parents and in-house faculty members assured the autonomy curriculum of its quality. LOCF starts with clear picture of the end in the mind through

1. what is important for students to be able to do
2. organize the curriculum
3. align instructions and assessment

3. Constructive Alignment

The key to the alignment is that the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the learning activities assumed in the intended outcomes. Different teaching methods like experiential, problem-based and interactive were used for achieving the outcomes. Reflection on intermittent outcomes and prompt feedback after the internal assessment was recommended.
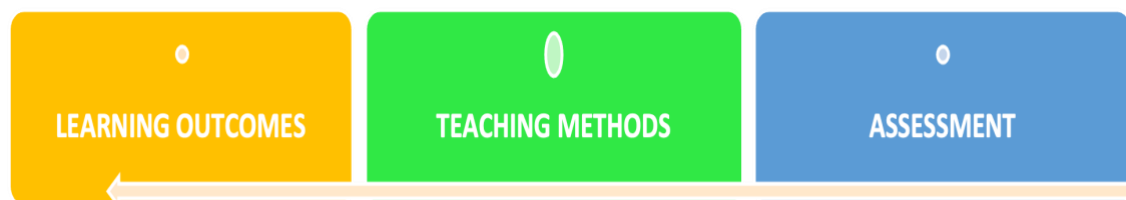

Fig 1: Constructive Alignment of Learning Outcomes

The assessment has to plan in such a way that it starts with what are the learning outcomes, how will each learning outcome be assessed, what evidence we have that the learning outcomes has been achieved and what criteria we have to evaluate (rubric)that whether or not the outcomes are achieved.

The Institute also looked at the achievement of the Program outcomes with the course outcomes. Thus, the outcome based approach synchronised with the institutional distinctiveness while fulfilling its course outcomes.

OUTCOMES PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2		✔						
CO 3								
CO 4								
CO 5								
CO 6				✔				
CO 7								
CO 8							✔	

Table 1. Reflective questions for evaluating the achievement of the course outcomes were also oriented so that there can be self-reflection for the different course outcomes

Criteria	Notes
Are course outcomes clearly articulated? *	
To what extent do course outcomes align with program-level learning outcomes (PLOs)?	
To what extent do teaching and learning activities (TLAs) facilitate student learning of the course outcomes? *	
To what extent do student assessment measure what students know regarding course outcomes? *	
Does the course design make sense considering the context of the course within the program? How well does it fit in with the sequence of courses within the program? Are expectations of student learning progressing with subsequent courses?	
Considering your target audience (learners), do any changes need to be made?	
Does the course focus on what is important?	
Is the content accurate and up to date?	

Criteria	Notes
Do TLAs and student assessments emphasize lower levels of thinking only, or are students also challenged with activities that include critical thinking, application and analysis?	
Do the assessment weightings reflect the degree of work required and the importance of the work?	
Is there sufficient variety in TLAs and student assessments?	
How are you providing feedback to students?	
For blended and online courses: Are they as academically rigorous as their face-to-face counterpart? Is the workload similar?	
What high-impact educational practices have you included?	
What is memorable about the course?	

1. Mapping and Measuring of Constructive Alignment

    i.   PO-CO Mapping

    ii.   https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-PO%20Alignment.pdf

    iii.   PO-CO of Sem I, II, III and IV

        https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20autonomy%20SEM%20I-%202022-23%20%20-%20Copy.pdf

        https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20SEM%20II-%202022-23%20.pdf
        https://www.sxie.info//2022/Academic%20Audit%20evidences/PO-CO%20Attainment%20Merged.pdf

2. Program Outcome

    https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes

3. Induction Program

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Induction%202022-23.PDF

Q.No.2.

1. B.Ed. Academic Handbook

   https://www.sxie.info/2022/SXIE_Academic_Handbook_2022_23_Print.pdf

2. Program Outcome

   https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes

3. Session on PLO and CLO

   https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-
   PO%20Workshop%20Alignment.pdf

4. Minutes of Planning and Evaluation Meeting

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Planning%20and%20Eva
   luation%20Committee%20Minutes%20.pdf

Q.No.3.

1. Stakeholders' Engagement

a. Alumni Involvement

A program by the alumni was organised for curriculum strengthening so that the alumni when
sharing their ideas and perspectives scaffold the understanding of the courses and the ethos of
the professional life of teachers.

1. Alumni Meeting

   https://www.sxie.info/2022/The%20Alumni_Association_Meeting.pdf
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Meet%20Rep
   ort.pdf
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Report_July.
   pdf
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Meet%20See
   ma%20Thank%20you.pdf

b. Parents Involvement

Through parent interact programs the perspectives of the parents for curriculum development
were taken into consideration and different doubts were clarified about the autonomous
status.

1. Parent Interreact Program

   https://www.sxie.info/2022/Parent%20Interact%202022-23.pdf
   https://www.sxie.info/2022/Parent%20Interact%20Report%202022-23.pdf

c. Employer's feedback

The feedback from employers offers valuable insights into areas of academic need of the community. By addressing these recommendations, colleges can better equip student teachers with the skills and knowledge required for successful transitions into the workforce. SXIE collects feedback from the school principals from campus placement program and School internship schools. This feedback helped the college to organize various workshop and other professionally related programs.

1. Meeting minutes with School Internship Principal

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Internship%20Meeitng%20minutes%20with%20School%20Principals.pdf

2. School Principal - Internship Feedback

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Feedback%20from%20School.pdf

3. School Principal - Campus Placement Feedback
   https://www.sxie.info/2022/Campus%20Feedback%20and%20Minutes.pdf

d. Syllabus Committee Members

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Syllabus%20Formulation.pdf

Q.No.4.

1. Revision of Curriculum and Syllabus

   (Updated version of Syllabus 2023-24)

   https://ww2.sxie.info/sxie-academics/courses/b-ed-course/b-ed-academic-handbook

2. Course Feedback from students

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Feedback%20of%20Sem%20I%20and%20II%20Course%20feedback%20.pdf

ANNEXURE III
CURRICULUM AND CO-CURRICULUM
ACADEMIC YEAR 2022-23

Q.No.1.

1. Implementation of the curricular reforms

1. The curricular reforms were presented before the statutory bodies and their recommendations integrated in the changes. The documents of the minutes of the different bodies are maintained in the minutes register in the office custody.

2. On the College website, the minutes of the Statutory Committee meetings have been regularly uploaded.

3. The website has been uploaded with the detailed Syllabus with Course codes, course title and credits. The consolidated semester wise results are announced as per the academic calendar and published.

4. New certificate Programs were announced, like e-learning designing, school counselling and IPP. The certificate course of e-learning designing was approved by the SNDT University after a formal Committee had scrutinized the course. Different value-added courses were added to enhance the curriculum and as per the need of the stakeholders.

Academic calendar has integrated the curricular and assessment revisions; Revision of internship program distribution over the semesters - first semester onwards - beginning of internship, which was appreciated by the students as presented in the IQAC meeting. The challenges and success of the revised curriculum would be reviewed and presented in the upcoming BOS, Academic Council, IQAC, CDC meetings.

2. Minutes of the meetings

1. Governing Body
   https://sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20GOVERNING%20BODY%20MEETINGS%20.pdf

2. College Development
   https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20COLLEGE%20DEVELOPMENT%20CELL%20MEETING%20.pdf

3. Board of Studies
   https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20BOARD%20OF%20STUDIES%20MEETING%20.pdf

4. Academic Council

https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20ACADEMIC%20COUNCIL%20MEETING%20.pdf

5. IQAC Meeting

   https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20INTERNAL%20QUALITY%20ASSURANCE%20CELL%20MEETING%20.pdf

6. Planning and review Meeting

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Planning%20and%20Evaluation%20Committee%20Minutes%20.pdf

7. Exam Board Meeting

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Exam%20Board%20Minutes.pdf

8. Academic Calendar

   https://www.sxie.info/2022/Academic_Calendar_F.Y_and_S.Y_2022-23.pdf

Q.No.2.
1. Minutes of the meetings

1. Planning and review Meeting

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Planning%20and%20Evaluation%20Committee%20Minutes%20.pdf

   Syllabus Committee Members

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Syllabus%20Formulation.pdf

Q.No.3.
1. Project Based Course Transaction

Connect theory to practice by incorporating field experiences, internships, and practical teaching opportunities into the curriculum. This enables students to apply what they've learned in real educational settings. The courses like Ability course viz., Digital Education, Reading and Reflecting on Text and Audit courses were transacted through hands-own experience. These courses were updated with latest information, that may be directly connected to the classroom practices of the teacher.

 Some of the   of the Ability Courses are

1. Course : Digital Education

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Digital%20Education.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Digital%20Education%20Dr.Bijoy%20K%20Thomas%20%281%29.pdf

2. Training for developing Learning Management System :

https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Based%20Course%20LMS%20Digital%20Education.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/Ability%20Course%20LMS.pdf

3. Digital learning: Mobile Learning, Flipped Learning, Blended Learning : This course also provided opportunity to the students to get training for developing Open Educational Resource Content, Mobile Learning, use of digital tools for content, online survey and CAI. This training helped students to use these tools for their teaching.

https://www.sxie.info/2022/Academic%20Audit%20evidences/Digital%20Education.pdf

4. Audit Course

https://sxie.info/2022/Academic%20Audit%20evidences/Audit%20Course.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/Reflective%20journal%20Audit%20Course%20Dom%202022-23.pdf

2. Internship

School Internship was included in the project based course of B.Ed. curriculum. A school internship structure typically consists of a well-organized plan that allows students to gain practical experience in a real-world educational environment. This experience is designed to complement their academic learning and provide them with insights into the teaching profession, school administration, or related fields. During the internship program , faculty members were individually guiding the students for their lesson plan preparation, Unit test and other activities. School internship includes school visits as well as the actual days of Internship. In order to make students competent enough for Internship, a Phase-wise Pre-Internship Capacity Building I was organized. This programme prepared students in the requisite teaching and communication skills as well as some progressive pedagogy. Demonstration lessons were also given by the teaching faculty to enhance the understanding of lesson delivery. Internship activities were all recorded and monitored by the faculty. Student-teachers show-cased their experiences and reflections, through their group presentations at the morning assemblies.

Internship in teacher education is a crucial step in preparing prospective teachers for their roles in the classroom. It helps them understand the expectations, responsibilities, and the broader context of the educational environment they will be working in. Internship in the first and second semesters were organized systematically. The internship was organized as in three stages like Pre-Internship, During internship and Post Internship.

a. Pre-Internship

In the Pre-internship stage, the college organized pre-internship capacity programs for each semester.

In the pre-internship program

Following programs are organized for Semester I (Autonomous)

1. Overview of the School Internship Program

2. Roles and Responsibilities of student teacher

3. Classroom Management

4. Innovative Teaching Methodology

5. Classroom Observation and Reflection

6. Code of Conduct during School Internship

   Timetable

   https://www.sxie.info/Timetable/January%202023%20timetable_F.Y.pdf

   Pre-Internship Capacity Building I

   https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Based%20Course%20Internship%20Semester%201%20-%20Report1%20.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Pre-Internhsip%20Capacity%20Attendance.pdf

Planning for Internship is done very much in advance. It includes the dates of school visits as well as the actual days of Internship. In order to make students competent enough for Internship, a Phase-wise Pre-Internship Capacity Building Programme was organized. This programme prepared students in the requisite teaching and communication skills as well as some progressive pedagogy. Demonstration lessons were also given by the teaching faculty to enhance the understanding of lesson delivery.

1. Internship Semester II

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Internship%20Report%20Semester%20II%202022-23.pdf

2. Minutes of Internship Meeting – Semester III

   https://sxie.info/2022/Academic%20Audit%20evidences/MInutes%20of%20Internship%20Meeting%204-10-22.pdf

3. Notice for Semester IV Internship

   https://sxie.info/2022/Academic%20Audit%20evidences/notice%20sem%204%202022.pdf

4. Permission letter

https://sxie.info/2022/Academic%20Audit%20evidences/permission%20letter%20Internship%20Sem%204-%20%202022.pdf

5. Practice Session for Lesson plan

   https://sxie.info/2022/Academic%20Audit%20evidences/simulated%20practice%20sem%204%202022.pdf

b. During Internship Program

During Internship Program the institute consistently supporting the student teachers by providing lesson plan guidance based on their pedagogy. For observation of lesson and providing individual feedback, faculty members are allotted for school supervision. Individual lesson observation and feedback are crucial components of developing competencies of the student teacher. Through school individual lesson observation, faculty members got opportunities to assess teaching practices of student teachers and offer constructive input for improvement.

1. Internship Sem III

   https://sxie.info/2022/Academic%20Audit%20evidences/Internship%20Report%202022-23%20Semester%20III%20.pdf

2. Unit Test

   https://sxie.info/2022/Academic%20Audit%20evidences/Unit%20Test.pdf

3. Coaching List

   https://sxie.info/2022/Academic%20Audit%20evidences/Internship%20Coaching%20list.pdf

   https://1drv.ms/b/s!ApOnlau0kdMihM0n9Rmx-LmB1rDitQ?e=HiCiqS

4. Learning Resources

   https://sxie.info/2022/Academic%20Audit%20evidences/final%20draft%20-%20Learning%20resource%20hydraulic%20lift%20.pdf

c. Post Internship

Student-teachers show-cased their experiences and reflections, through their group presentations at the morning assemblies after internship program. Students were submitted the internship record after the first and second semester internship.

a. Internship Reflective Journal– Semester I

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Sem%20%20I%202022-23%20Internship-2.pdf

   Semester IV

https://sxie.info/2022/Academic%20Audit%20evidences/Internship%20Report%20Seme ster%20IV%202022-23.pdf

b. Feedback had taken from the students after Semester I and II, IV internship and analyzed it for improvement.

https://www.sxie.info/2022/Academic%20Audit%20evidences/Feedback%20Internship%20Sem %20I.pdf

https://www.sxie.info/2022/Academic%20Audit%20evidences/Internship%20Semester% 20IV%20S%20Y%20B%20Ed%20%20Feedback%202021%20%202023.pdf

3. Community Service

At SXIE, Community service plays a crucial role in teacher education programs, as it helps future educators develop essential skills, gain valuable experience, and connect with the communities they will serve. In Semester I students have visited to different community centre as a part of community service. Community service allows teacher candidates to gain practical, hands-on experience working with diverse groups of students. They can apply the knowledge and pedagogical strategies learned in the classroom to real-world settings, enhancing their understanding of teaching and learning. Engaging in community service exposes prospective teachers to diverse cultures, backgrounds, and socio-economic situations. This experience helps them develop cultural competence, which is essential for understanding and connecting with students from various backgrounds. It helps create well-rounded, empathetic, and culturally competent teachers who are better prepared to meet the needs of diverse students and make a positive impact on society. Student teachers were given a complete experience of service and out-reach as they were allotted to the community centre of Snehasadan. True to the reflective practices of the Institute, Community Work Assemblies were conducted by the student groups.

1. Reflective Journal of Community Service:

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Minutes%20% 281%29.pdf

2. Details of Community Centre

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Minutes%20% 281%29.pdf

3. Community Buddy Network

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Buddy%20Net work.pdf

4. Community Service

https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Minutes%20%282%29.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/COMMUNTIY%20WORK%20reflective%20handbook%202022-23%20%20%281%29.pdf

5. Community Pre-enrichment session

https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Enrichment%20%281%29.pdf

6. Community Semester IV Minutes

https://sxie.info/2022/Academic%20Audit%20evidences/Sem%20IV%20Community%20Service.pdf

4. Co-Curricular Activity

Co-Curricular Activities (CCAs), also known as extracurricular activities, are an integral part of the educational experience. These activities complement the academic curriculum and offer students opportunities to develop skills, pursue interests, and engage in a wide range of non-academic pursuits. In the teacher training program, it is important to orient student teachers about organization of CCA. For achieving this purpose, CCA was systematically conducted as a part of B.Ed. curriculum in 2022-23. CCA activities included with Orientation about the purpose of CCA, Grouping of students to perform the Co-Curricular Activity and writing reflective journal on the activity.

1. Timetable

https://www.sxie.info/Timetable/January%202023%20timetable_F.Y.pdf

2. Co-curricular Activities:

https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Based%20Course%20CCA%202023%20REPORT1.pdf

5. Value Added Course

Value Added Course in a college is designed to provide additional educational experiences and benefits to students beyond their regular academic coursework. At SXIE, these courses aim to enhance students' skills, knowledge, and personal development, making them more competitive and well-rounded individuals. In 2022-23, one value added course on computers in education was conducted as a part of B.Ed. curriculum for semester I students. First value-added course namely Computers in education was successfully completed with the first autonomous batch. The students, who opted for the same, earned 2 mandatory credits. The

students who have opted for the second mandatory course namely English Essentials – Grammar would be doing the Course in the academic year 2023-2024.

1. Timetable – Computers in Education

   https://www.sxie.info/2022/Academic%20Audit%20evidences/February_2023_Timetable_F.Y.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/VAC%20Computers%20in%20Education.pdf

2. Value Added Course on Computers in Education

   https://sxie.info/2022/Academic%20Audit%20evidences/Curricular%20Enrichment%20Value%20Added%20Computers1.pdf

3. Research Enrichment Program

   https://sxie.info/2022/Academic%20Audit%20evidences/Research%20enrichment%20program%20report%20%282%29%20%281%29a.pdf

6. Library Resources and Technology upgradation

Different technology and learning resource are updated for students for the curriculum enrichment. The RUSA fundings helped the library to build up its repositories in form of books, journals and other online resources. The Library equipped itself with high-end books on research and teaching for the benefit of the faculty and students.

1. Refer Infrastructure Reform

   https://ww2.sxie.info/sxie-academics/library

2. Library Report

   https://www.sxie.info//2022/Library%20Initiative%20Report-2022-23.PDF

   https://ww2.sxie.info/sxie-academics/library/library-initiatives

7. Certificate Courses

The college has successfully organized and conducted a diverse range of certificate courses catering to the interests and career aspirations of its students. These courses were designed to provide specialized knowledge and skills in various fields, supplementing the academic curriculum and empowering students to excel beyond the confines of traditional education.

1. IPP Certificate Course

   https://www.sxie.info/2022/Academic%20Audit%20evidences/IPP_certificate_course_FINAL.pdf

8. Massive Open Online Courses (MOOC)

Massive Open Online Courses (MOOCs) designed to provide accessible and high-quality learning experiences to a global audience. These MOOCs have been curated to cater to diverse interests, skill levels, and professional aspirations. The success of these initiatives signifies the college's commitment to innovation in education, catering to the evolving needs of learners in the digital era.

1. Basics In Teaching And Learning Dynamics

    https://sxie.info/2022/MOOC_Basic%20Teaching.pdf

2. Action Research for Quality Education

    https://www.sxie.info/2022/MOOC%20brochure.pdf

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Certificate%20of%20MOOC%20Action%20Research.pdf

9. Field Trip

A field visit is an essential component of a teacher training program as it provides trainee teachers with a hands-on, real-world experience that complements their theoretical knowledge. Under various pedagogy clubs, field trip to various places were organized by the institution in the Academic Year 2022-23.

1. Science Field visit:

    https://www.sxie.info/2022/Report%20of%20Science%20Club%202022-23_Website.pdf

2. Mathematics Pedagogy:

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Field%20visit%20Mathematics.pdf

3. Economic Club

    https://sxie.info/2022/Academic%20Audit%20evidences/Economics%20%20club%20report.pdf

4. History Club

    https://www.sxie.info/2022/Academic%20Audit%20evidences/History%20Field%20Visit%20Report.pdf

Q.No.4.
Session on PLO and CLO
1. https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-PO%20Workshop%20Alignment.pdf

ANNEXURE - IV
TEACHING-LEARNING PROCESS
ACADEMIC YEAR 2022-23

Q.No.1

1. Activity Based Learning

Faculty members encouraged student teachers to actively participate in the learning process. The teaching process was integrated with discussions, group activities, hands-on experiences, and practical applications. Through the different student-centered teaching learning process, faculty members had engaged students in meaningful tasks that require them to apply what they have learned.

1. Digital Education

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Activity%20Based%20Learning.pdf

2. Objectives and Specification - Activity

   Objectives and Specification - Activity

2. Classroom Task

Faculty members transacted curriculum through activity-based teaching. This task engages students in a hands-on experiment, encourages collaboration, and reinforces understanding of cellular respiration while fostering critical thinking and reflection on its real-world applications.

1. Knowledge and Curriculum

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Classroom%20Task%20Knowledge%20and%20Curriculum.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Class%20Task%20Knowledge%20and%20Curriculum.pdf

2. Gender and School

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Calssroom%20Task%20Gender%20and%20Society.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Assignment%20Gender%20and%20School.pdf

3. Problem Solving Approach

In this approach, faculty members presented students with real-world problems or scenarios related to education. This approach allows student teachers to analyze issues based on

educational context, propose solutions, and critically evaluate the outcomes. Problem-based learning fosters critical thinking and problem-solving skills.

1. Learning and Teaching

https://www.sxie.info/2022/Academic%20Audit%20evidences/CC3%20classroom%201.pdf

4. Scenario Based Learning

Scenario-based learning in teacher education involves presenting future educators with realistic situations or scenarios they might encounter in their professional careers. These scenarios are designed to simulate real-life teaching experiences, allowing students to apply their knowledge, skills, and decision-making abilities in a practical context. This approach encourages active learning, critical thinking, problem-solving, and the development of effective teaching strategies.

1. Educational Management

https://www.sxie.info/2022/Academic%20Audit%20evidences/Scenario%20Based.pdf

5. Student Seminar

Incorporating student seminars into the teaching approach can be a valuable method to encourage deeper learning and active participation among your students. It allows student teachers to take ownership of their education and engage with the course material in a meaningful way. At SXIE, faculty members encouraged student teachers to deliberate some of the topics as seminar presentation.

1. Pedagogy of Teaching Science

https://sxie.info/2022/Academic%20Audit%20evidences/Student%20Seminar%20%20Screenshot%202023-02-25%20at%2008.50.02.png.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/Student%20Seminar%20%20Seminar%20presentation%20in%20GSS.png

https://sxie.info/2022/Academic%20Audit%20evidences/Seminar%20WhatsApp%20Image%202023-11-02%20at%2014.43.13%20%281%29.jpeg

https://sxie.info/2022/Academic%20Audit%20evidences/Seminar%20WhatsApp%20Image%202023-11-02%20at%2014.43.13%20%282%29.jpeg

2. Gender and School

https://www.sxie.info/2022/Gender%20and%20School.pdf

https://www.sxie.info/2022/Academic%20Audit%20evidences/Students%20Seminar%20Gender%20and%20Society.png%201%2C440%C3%97822%20pixels.pdf

3. Pedagogy of Teaching History

   https://sxie.info/2022/Academic%20Audit%20evidences/SEMINAR%20-%20TEACHING%20METHOD%20My%20za%202022-23%20.pdf

4. Educational Management
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Educational%20Mangement%20Panel%20Discussion.pdf

6. Self-Regulated Learning

Instill a love for learning and the importance of continuous professional development in students. Encourage them to stay updated with the latest educational research and best practices. Self-regulated Learning activity is an integral part of the teaching learning process. One or two subunits of each course was transacted through self-regulated learning. Here the teachers provided necessary orientations related to the subject matter to be learned and the related task to be completed. Students were given the time to access the library and web-resources in order to complete the task given by the respective faculty.

1. Timetable

   https://www.sxie.info/Timetable/February_2023_Timetable_F.Y.pdf

   https://www.sxie.info/Timetable/February_2023_Timetable_F.Y.pdf

   https://www.sxie.info/Timetable/May_2023_Timetable_FY.pdf

2. Knowledge and Curriculum

   https://sxie.info/2022/Academic%20Audit%20evidences/Self%20Regulated%20Learning%20Educational%20Management.pdf

3. Childhood and Growing Up

   https://sxie.info/2022/Academic%20Audit%20evidences/Self%20Regulated%20Learning%2022-23_CC%201.pdf

By implementing these principles and strategies, a College of Education can foster a constructive teaching and learning environment that prepares future educators to be effective, adaptable, and reflective professionals in the field of education.

7. Art Integration

Drama and art play a significant role in teacher education, offering valuable tools and techniques for teachers to enhance their teaching practices and engage students effectively. Incorporating drama and art into teacher education programs can have a profound impact on the development of future educators, fostering creativity, critical thinking, and empathy. As Audit course, SXIE integrated drama and art in teacher education course. Experts were called for various sessions. Art and drama engage students in active learning experiences. Future

teachers can use these methods to make lessons more interactive and dynamic, ensuring that students are actively involved in their learning.

1. Art Integration documents

   https://sxie.info/2022/Academic%20Audit%20evidences/Art%20in%20Education.pdf

2. Mandala Art

   https://sxie.info/2022/Academic%20Audit%20evidences/Mandala%20Art%20Skill.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/reflective%20journal%202%20Nevelle%20Audit%20course%202022-23.pdf

8. Providing Reference

Providing references to students for their learning is a crucial aspect of education. It helps students access valuable information, conduct research, and deepen their understanding of various subjects.

1. Gender and School:

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Providing%20References.pdf

9. Poster Presentation

Using poster presentations as a teaching and learning technique can be a valuable and engaging method for both educators and students. This approach encourages active participation, critical thinking, and effective communication skills. In Gender and Society paper, faculty members used poster presentation as one of the strategies to transact the curriculum.

1. Gender and School

   https://sxie.info/2022/Academic%20Audit%20evidences/Poster%20Presentation%20Theories%20in%20Gender.pdf

10. Flexible teaching pattern

Teachers provided opportunity to select the topic for classroom task based on the interest of the student teachers. This approach allows for the customization of learning experiences to meet the diverse needs and learning styles of students. The aim is to create an environment where students can engage meaningfully, take ownership of their learning, and develop the skills necessary for their future roles as educators.

1. Knowledge and Curriculum

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Flexible%20Teaching_CC%202%202022-23%20-%20Freire%20or%20Gandhi%20Assignment%20Option%20Ar%20-%20Google%20Forms.pdf

2. Elective Course

https://www.sxie.info/2022/Academic%20Audit%20evidences/Environmental%20Education%2022-23%20Flexible%20.pdf

11. Use of Advanced Organizers

Advanced organizers are instructional tools used in education to introduce new material by providing a framework or structure for understanding. They serve as a roadmap or guide for learners, preparing them for what they're about to learn. Faculty members used Advanced Organizers for teaching some of the topic.

1. Advance Social Organizer

https://1drv.ms/b/s!ApOnlau0kdMihMl9R0yrPt4RttVQ1Q?e=hxdFKz

12. Field Trip

A field visit is an essential component of a teacher training program as it provides trainee teachers with a hands-on, real-world experience that complements their theoretical knowledge. Under various pedagogy clubs, field trip to various places were organized by the institution in the Academic Year 2022-23.

1. Science Field visit:

https://www.sxie.info/2022/Report%20of%20Science%20Club%202022-23_Website.pdf

2. Mathematics Pedagogy:

https://www.sxie.info/2022/Academic%20Audit%20evidences/Field%20visit%20Mathematics.pdf

3. Economic Club

https://www.sxie.info/2022/Academic%20Audit%20evidences/Field%20visit%20Mathematics.pdf

4. History Club

https://www.sxie.info/2022/Academic%20Audit%20evidences/History%20Field%20Visit%20Report.pdf

13. N-List Resources

Faculty members encouraged the student teachers to use N-List resources also for their references. N-List provides access to a wide array of scholarly resources including e-books, journals, databases, and more, enriching the depth and breadth of references available to student teachers.

1. N-List Resources (Page 3)

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20technology%20N%20List%20E%20Book.pdf

14. Training for Using Technology and teaching techniques

Through classroom teaching, faculty members provided training to the student teachers to utilize open educational software. Training for utilizing technology in classroom teaching involves providing educators with the knowledge, skills, and resources necessary to effectively integrate various technological tools into their teaching practices. This training typically covers the use of educational software, online resources, and other digital platforms. The goal is to empower teachers to leverage technology to enhance the learning experience, engage students more effectively, facilitate collaboration, and adapt teaching methods to cater to diverse learning styles.

1. Pedagogy of Teaching Mathematics – GeoGebra

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Teachnology%20training%20in%20Mathematics.pdf

2. Orientation given on different Mathematics tools to be used in Mathematics Lessons

   https://www.mathspad.co.uk/resources.php?interactives=1

3. Digital Education

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Digital%20Education.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Digital%20Education%20Dr.Bijoy%20K%20Thomas.pdf

4. Training for developing lesson plan based on various teaching techniques.

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Sem%20II%202022-23%20Workshop%20on%20Technology%20in%20Education.pdf

5. In the classroom, faculty members provided training to the student teachers to develop lesson plan based on various teaching techniques like cooperative learning, problem solving etc.

   https://sxie.info/2022/Academic%20Audit%20evidences/Training%20for%20developing%20lesson%20plan%20based%20on%20various%20teaching%20techniques.pdf

   Learning Resources

   https://sxie.info/2022/Academic%20Audit%20evidences/final%20draft%20-%20Learning%20resource%20hydraulic%20lift%20.pdf

15. Technology Integration

Curricular transaction at SXIE enriched with integrate educational technology tools and resources. The integration of technological resources is to enhance the learning process. Online

discussions, and interactive multimedia, Open Educational Resources, N-List resources were integrated effectively in the teaching learning Process.

Use of Technology

1. Online Tools: Knowledge and Curriculum & Gender and Society

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Online%20tools.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technolgy%20Online%20Tools%20Gender%20and%20School.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20_%20Knowledge%20and%20Curriculum.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20Kahoot.pdf

   Technology embedded jamboard and padlet for student knowledge sharing

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Jamboard%20and%20Padlet%20for%20CC%202%20Auton%2022022-23%20.pdf

2. Use of Image

   https://www.sxie.info/2022/Use%20of%20Technology%20-%20Image.pdf

   https://1drv.ms/b/s!ApOnlau0kdMihMVx67cPtzdH3P9NIA?e=xmh0oA

3. Online references: - Gender School and Society

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20and%20Society.pdf

4. Problem Solving: Used a Wakelet for Problem Solving Method of teaching
   https://wakelet.com/wake/syxEo5KlBUG8xhE_rqVkv

5. Use of Open Educational Resources

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Teaching%20Learning%20CC1%20Methods%20%26%20Approaches%20Self%20Regulated%20Learning%2022022-23.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20OER%20in%20teaching.pdf

16. Video / Educational Movie

Faculty members used videos or educational movies to explain concepts in real contexts can be highly effective for understanding complex topics. After displaying the video, faculty members followed-up the task with discussions, assignments, or activities that link the film to the subject matter are essential for reinforcing learning and critical thinking.

1. Knowledge and Curriculum

https://www.sxie.info/2022/Academic%20Audit%20evidences/Case%20Scenario%20Multimedia%20Analysis%20for%20identifying%20philosophies%20i%20real%20life%20experiecnes%202022-23%20Auton.pdf

2. https://www.sxie.info/2022/Academic%20Audit%20evidences/Print%20Media%20as%20a%20Teaching%20method%202022-23.pdf

3. Psychology of Learner

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20ICT%20Movie%20Psychology.pdf

17. Use of Learning Management System

A Learning Management System (LMS) is a software platform designed to support and streamline various aspects of teaching and learning in educational institutions, corporate training, and other learning environments. At SXIE, academic curricular transaction is with Google Classroom. The dedicated domain (sxie.in) specific LMS used for curricular transaction.

1. LMS Account

https://www.sxie.info/2022/Academic%20Audit%20evidences/LMS%202022-24%20%281%29.pdf

2. Assessment for Learning

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20LMS%20Assessment%20of%20Learning.pdf

3. Pedagogy of Economics

https://www.sxie.info/2022/Academic%20Audit%20evidences/Learning%20Management%20System_PS.pdf

4. Pedagogy of Science

https://www.sxie.info/2022/Academic%20Audit%20evidences/Sciecne%20LMS.pdf

18. Discussion Forum

Teachers used technology for promoting discussion based on the topic. This approach encourages active participation, collaborative learning, and the exploration of diverse viewpoints within the classroom setting.

1. Knowledge Curriculum

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20-%20Dsicussion%20forum%20on%20the%20LMS%20-%20ICT%20enabled%202022-23%20KC%20.pdf

2. Creating an Inclusive Class

https://www.sxie.info/2022/Academic%20Audit%20evidences/Focussed%20group%20discussion%20PS.pdf

3. Environmental Education

https://www.sxie.info/2022/Academic%20Audit%20evidences/Environmental%20Education%20%20Group%20Activity.pdf

19. Assessment

Implement formative assessments that provide feedback to students throughout the learning process. This helps students understand their strengths and weaknesses, leading to continuous improvement.

1. Formative Evaluation Techniques

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20-%20Differnece%20between%20Traditional%20and%20Modern%20Curriculum%27.pdf

2. Knowledge and Curriculum:

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20Technology%20for%20evaluation%20Quiz%20-%20Education%20and%20Philosophical%20basis%20of%20Education.pdf

3. Pedagogy of Mathematics

https://www.sxie.info/2022/Academic%20Audit%20evidences/Assignment%20Pedaogogy%20of%20Mathematics.pdf

4. Gender and Society

https://www.sxie.info/2022/Academic%20Audit%20evidences/Assignment%20Gender%20and%20Society.pdf

20. Inclusivity and Diversity

SXIE promote social sensitivity among student teachers to promote an inclusive and diverse environment that prepares students to work with a wide range of learners and adapt their teaching methods to various student needs. Institution deliberately planned activities to sensitize student teacher through various curricular and co-curricular activities.

1. Resource person from the field invited for taking sessions.

   https://sxie.info/2022/Academic%20Audit%20evidences/Social%20Sensitization.pdf

2. For promoting discussion, newspaper articles were also used for teaching process.

   Gender and School

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Social%20Sensitization%20Gender%20and%20School.pdf

   Linkages of various contexts were made to understand the influence of various variables on gender.

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20LMS%20Assessment%20of%20Learning-1.pdf

3. Community Service

   Community Work Meeting Minutes

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Minutes.pdf

   Reflective Journal

   https://sxie.info/2022/Academic%20Audit%20evidences/COMMUNTIY%20WORK%20reflective%20handbook%202022-23%20.pdf

   Timetable

   https://sxie.info/2022/Academic%20Audit%20evidences/January%202023%20timetabl_F.Y.pdf

   Community Pre-enrichment session

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Enrichment.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Pre%20Program%202022-23.pdf

4. Project Mumbai Activity and Beach cleaning Report

   https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Mumbai%20Plastic%20Collection%20Report.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Beach%20Cleanup%20Report.pdf

5. Safai Bank project

   https://sxie.info/2022/Academic%20Audit%20evidences/Safai%20Bank%20of%20India%20report.pdf

6. Contemporary India and Society

   https://sxie.info/2022/Academic%20Audit%20evidences/Contemporary%20India.pdf

https://1drv.ms/b/s!ApOnlau0kdMihMxq8fBhvcE5A7qTMw?e=yx7xoT

Celebration of Shikshak Parva on the occasion of Teacher's Day

21. Curriculum Enrichment Activities

Curriculum enrichment activities in a college are designed to enhance the educational experience of students beyond their regular coursework. These activities offer opportunities for students to develop new skills, gain practical experience, and broaden their knowledge.

22. Teaching with research-based papers

Units were taught with research based paper followed by deliberations
1. Knowledge and Curriculum

   https://sxie.info/2022/Academic%20Audit%20evidences/Research%20paper%20on%20deesirability%20and%20feasibility%20.pdf

2. Environmental Education

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Environmental%20Education%202022-23-4%20Research%20Article.pdf

23. Connecting Classroom teaching with actual experience at internship

This teaching method accentuated and enriched the understanding of the students. The connect between theoretical knowledge gained in CC 2 classroom was experience, observed, noted and reflected upon by the students. As the students have observed internship lessons of peers and shadow teachers they were asked to note down the connection between educational types of knowledge- conceptual, strategic and situational with the help of any one distinct class you observed. Date: 7th Jan 2023. Knowledge and Curriculum unit 1. This also helped them to compile real life examples for making classroom and study notes.

1. Knowledge and Curriculum

   https://sxie.info/2022/Academic%20Audit%20evidences/CC%202%202023%20Quiz%20_%20Identifying%20the%20types%20of%20educational%20knowledge%20during%20internship%20observation_.pdf

2. Educational Management
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Educational%20Managment%20Know%20your%20Board.pdf

24. Blended Learning Approach
Creating Inclusive School

Online

Ms Payal Bhattad , an alumnus, who is visually impaired gave an online session about the policies and their analysis to the SY B.Ed. students. The opportunities and challenges of the

policies were discussed in detail. The students understood through direct experience the role of policies in the life of a person with disability.

Kalpana Chavan is inviting you to a scheduled Zoom meeting.
Topic: Policies of Inclusion by Ms. Payal
Time: May 25, 2023 05:30 PM India
Join Zoom Meeting
https://us06web.zoom.us/j/81954240753?pwd=NC82MVZ6MCtLTUtYa2UyYkFYMUxWdz09
Meeting ID: 819 5424 0753
Passcode: 1818

On-site SXIE Classroom 3rd floor

The next session on the unit was conducted in the classroom, where Ms Kalpana deliberated on the different policies , from international to local, and their features with their strengths and limitations.

Blended

Here, both online and classroom teaching were used to make the concept clear, availability of resource person and the time schedule for on-site teaching. It combined online and place-based learning for getting the best learning experience

Feedback sample

Ms Payal has very well pointed out that change in mindset is important if the policies on inclusion truly have to be implemented. In her I see a woman who stands up for herself , one who is independent and someone who truly wants to give her best in all that she does.

https://sxie.info/2022/Academic%20Audit%20evidences/CREATING%20AN%20INCLUSIVE%20SCHOOL%20Sem%20IV_%20Ms.Kalpana.pdf

25. Multimodal Syllabus transaction
https://sxie.info/2022/Academic%20Audit%20evidences/Multimodal%20Teaching%20_%20Lecture%20Method_Assignment_Classroom%20Task_Self%20regulated%20Learning_Open%20Educational%20Resources.pdf

Q.No.2.

Course Feedback from students

1. Course-wise feedback of Semester I and II

    https://sxie.info/2022/Academic%20Audit%20evidences/CREATING%20AN%20INCLUSIVE%20SCHOOL%20Sem%20IV_%20Ms.Kalpana.pdf

2. Co-curricular Activities

https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Based%20Course%20CCA%202023%20REPORT1.pdf

3. Mentoring Feedback

   https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring.pdf

4. Induction Program Feedback

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Feedback%20INDUCTION%20PROGRAM%20FEEDBACk.pdf

5. PO-CO Mapping

   https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-PO%20Alignment.pdf

   PO-CO of Sem I, II, III and IV

   https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20autonomy%20SEM%20I-%202022-23%20%20-%20Copy.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/PO%20CO%20SEM%20II-%202022-23%20.pdf
   https://www.sxie.info//2022/Academic%20Audit%20evidences/PO-CO%20Attainment%20Merged.pdf

6. Performance of the students in the class test and internal evaluation.

   i. Physical document

7. Discussion in the monthly staff meeting

   i. Physical document

8. Discussion about the quality criteria of teaching and learning in various meeting.

   IQAC Meeting

   https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20INTERNAL%20QUALITY%20ASSURANCE%20CELL%20MEETING%20.pdf

9. Mentoring program

   Report

   https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20%281%29.pdf

   Documentary Evidence

   https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20PS_2022%202023.pdf

10. Staff meeting minutes

11. Tutorial

The exact structure and content of a tutorial class vary widely, depending on the subject matter, the educational level, and the teaching style of the instructor. The goal of the tutorial classes is to facilitate learning, encourage participation, and provide additional support for students to master the material. Tutorial classes included with various methods like revising the topic, interactive discussion, individual exercise, Question bank discussion etc.

Q.No.3

Tutorial

1. F.Y.Question Bank

   https://sxie.info/2022/Academic%20Audit%20evidences/Tutorial%20Pedagogy%20of%20Teaching%20Science%20III%20Tutorial.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Screenshot%202023-10-30%20at%207.10.24%20AM.pdf

2. Gender and School

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Tutorials%20Gender%20and%20School%20%281%29.pdf

3. Timetable

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Timetable%3AApril_2023_Timetable_F.Y.pdf

4. Question Bank – Pedagogy of Science, English

   https://sxie.info/2022/Academic%20Audit%20evidences/Pedagogy%20of%20Teaching%20Science%20III%20Tutorial.pdf

5. Gender and School

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Tutorials%20Gender%20and%20School.pdf

6. During tutorial period, faculty members paid attention to the individual learning process. Practice sessions were included for students before their examination and helped them to support for their learning process.

7. Childhood and Growing up

   https://sxie.info/2022/Academic%20Audit%20evidences/Tutorial%20class%20_Childhood%20and%20growing%20up%20Indvidual%20Learning.pdf

Q.No.4.

1. Regular faculty development sessions

a. Hands-On Training Workshop on Upscaling and Rescaling Digital Skills of Support Staff : 28th July 2022

b. Workshop on Community Interventions

https://www.sxie.info/2022/Academic%20Audit%20evidences/Community_interventions_Elvis%202022.pdf

2. Library facility provided

https://ww2.sxie.info/sxie-academics/library

3. N-List resource accessibility

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20technology%20N%20List%20E%20Book.pdf

4. Participate and organize various seminars

https://sxie.info/2022/Academic%20Audit%20evidences/Report_Hands_on_faculty_capacity_development_2022.pdf

5. Allowing the Faculty members to participate in the FDP / Seminar

Get my certificate

6. Research sponsorship

In the academic year, the institute had supported the faculty members by funding for promoting their research initiatives. All the faculty members were given the seed money of 12,500/- for their research-based initiatives so that the curriculum enrichment is promoted through their advance studies. Each faculty member submitted the utilization certificate for the same by the end of the financial year. The faculty members made optimum use of the funds that were granted to them. Three faculty members purchased software which can be beneficial for their professional development, as well as to accentuate their research and teaching competencies. Three faculty members utilized it towards their doctoral studies requirements. Two other faculty members utilized the funds for purchasing the online platform for conducting smooth online courses and sessions.

Evidences

Physical document file

Q.No.5.

1. Promote the use of Library

Details of Library Resources

https://ww2.sxie.info/sxie-academics/library

2. Accessibility to N List and other e journals

https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20technology%20N%20List%20E%20Book.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/N%20List%20References%20%282%29.pdf

3. Self-regulated learning strategies

   Timetable

   https://www.sxie.info/2022/Academic%20Audit%20evidences/February_2023_Timetable_F.Y.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/May_2023_Timetable_FY.pdf

   Knowledge and Curriculum

   https://sxie.info/2022/Academic%20Audit%20evidences/Self%20Regulated%20Learning%20Educational%20Management%20%281%29.pdf

   Childhood and Growing Up

   https://sxie.info/2022/Academic%20Audit%20evidences/Self%20Regulated%20Learning%2022-23_CC%201%20%281%29.pdf

4. Upgraded technology facility

   Use of OER and other open resources as a part of references

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Use%20of%20OER%20in%20teaching.pdf

5. Expert talk on various topics

   a. Resource person from the field invited for taking sessions.

   b. https://sxie.info/2022/Academic%20Audit%20evidences/Social%20Sensitization%20%281%29.pdf

   c. Art Integration documents

   d. https://sxie.info/2022/Academic%20Audit%20evidences/Art%20in%20Education%20%281%29.pdf

   e. Mandala Art

   f. https://sxie.info/2022/Academic%20Audit%20evidences/Mandala%20Art%20Skill%20%281%29.pdf

   g. Session on Digital Portfolios in Education

   h. https://sxie.info/2022/Academic%20Audit%20evidences/Cross%20Institutional%20Experiecne%20Feedback%20_Digital%20Portfolio%20in%20Education%20_Dr.Bijoy%20Thomas_19.1.2023.pdf

6. Webinar :Art Integrated Teaching in Mathematics

7. Life Skill Education

https://www.sxie.info/2022/Academic%20Audit%20evidences/Life%20skills%20Report.pdf

8. Mathematics Webinar

   https://www.sxie.info/2022/Academic%20Audit%20evidences/MATHEMATICS%20WEBINAR%202022-2023%20MATHEMATICS%20PEDAGOGY.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Mathematics%20webinar%20Report.pdf

9. Session on PLO and CLO

   https://www.sxie.info/2022/Academic%20Audit%20evidences/CO-PO%20Workshop%20Alignment.pdf

10. Opportunity to upgrade themselves with MOOC and Swayam Course

    Basics In Teaching And Learning Dynamics

    https://sxie.info/2022/MOOC_Basic%20Teaching.pdf

    Action Research for Quality Education

    https://www.sxie.info/2022/MOOC%20brochure.pdf

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Certificate%20of%20MOOC%20Action%20Research.pdf

11. Provide value added course – Computers in Education and Action Research Enrichment program.

    Timetable – Computers in Education

    https://www.sxie.info/2022/Academic%20Audit%20evidences/February_2023_Timetable_F.Y.pdf

    https://sxie.info/2022/Academic%20Audit%20evidences/VAC%20Computers%20in%20Education.pdf

    Value Added Course on Computers in Education

    https://sxie.info/2022/Academic%20Audit%20evidences/Curricular%20Enrichment%20Value%20Added%20Computers1.pdf

    Research Enrichment Program

    https://sxie.info/2022/Academic%20Audit%20evidences/Research%20enrichment%20program%20report%20%282%29%20%281%29a.pdf

Q.No.6 - Annexure IV.F.

1. Course wise distribution

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Workload%20Distribution.pdf

2. School internship group

https://sxie.info/2022/Academic%20Audit%20evidences/internship%20coaching%20%281%29.pdf

3. Internship Faculty Duty Chart
https://sxie.info/2022/Academic%20Audit%20evidences/Duty%20Chart%20913%20Jan%20%202023.pdf

4. Lesson coaching group

https://sxie.info/2022/Academic%20Audit%20evidences/Internship%20Coaching%20list%20%281%29.pdf

5. Community work centre

https://sxie.info/2022/Academic%20Audit%20evidences/Community%20Work%20Minutes%20%283%29.pdf

6. Action research group

https://sxie.info/2022/Academic%20Audit%20evidences/Action%20Research%20Guidance.pdf

7. Mentoring group

https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20%282%29.pdf

Q.No. 7

1. Mentoring and Counselling process

Report

https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20%281%29.pdf

2. Documentary Evidence

   a. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20PS_2022%202023.pdf

   b. https://www.sxie.info/2022/Academic%20Audit%20evidences/March_2023_Timetable_F.Y.pdf

   c. https://sxie.info/2022/Academic%20Audit%20evidences/Student%20group%20Counseling%202022-23%20%20.pdf

ANNEXURE V
STUDENT LEARNING ASSESSMENT
ACADEMIC YEAR 2022-23

Q.No.1.
1. https://www.sxie.info/2022/Academic%20Audit%20evidences/FIVE%20YEARS%20MARKS%20COMPARISON.pdf

Q.No.2

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Internal%20and%20External%20Comparison.pdf

Q.No.3
1. https://ww2.sxie.info/sxie-academics/courses/b-ed-course/timetables

Q.No.4

1. Tutorial and Remedial Class
2. https://ww2.sxie.info/sxie-academics/courses/b-ed-course/timetables

ANNEXURE VI
RESEARCH
ACADEMIC YEAR 2022-23

Q.No.1. Annexure V.1

1. **Action research**

   a. Action Research Guidance

      https://sxie.info/2022/Academic%20Audit%20evidences/Action%20Research%20Guidance%20%281%29.pdf

   b. Action Research Project

      https://sxie.info/2022/Academic%20Audit%20evidences/Action%20Research%20Project%20Nevelle.pdf

   c. Research Project Submission Evidence

      https://www.sxie.info/2022/Academic%20Audit%20evidences/Action%20Research%202022-23.pdf

2. **Organizing Faculty Development Program**
   1. Workshop organized for Faculty Members
      Hands-On Training Workshop on Upscaling and Rescaling Digital Skills of Support Staff : 28th July 2022

   2. Faculty Development Program on Course Outcome and Learning Outcome : 21st July 2022

      https://sxie.info/2022/Academic%20Audit%20evidences/Report_Hands_on_faculty_capacity_development_2022.pdf

      Workshop on Community Interventions

      https://www.sxie.info/2022/Academic%20Audit%20evidences/Community_interventions_Elvis%202022.pdf

   3. **Faculty Development Program – National Level**

      A one-week National Faculty Development Program under a National Educational Mission namely the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) was conducted in collaboration with Guru Angad Dev Teaching Learning Center, University of Delhi, Ministry of Education, New Delhi. The theme of the FDP was 'Re-imagining Learner Competencies for New Age Education' and was conducted successfully from 11th October 2022 to 17th October 2022.

      Report

      https://www.sxie.info/2022/FDP%20With%20Sign%20For%20AQAR.pdf

4. **Faculty Development Program – National Level**

    One-week National Faculty Development Program under a National Educational Mission namely the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) was conducted in collaboration with Guru Angad Dev Teaching Learning Center, University of Delhi, Ministry of Education, New Delhi. The theme of the FDP was 'Designing Outcome Based Curriculum Practices' and was conducted successfully from 18th April 2023 to 24th April 2023.

    Report

    https://www.sxie.info/2022/Report%20of%20the%20GAD%20SXIE%20FDP%202022023%20.docx.pdf

3. Ph.D. Centre

St. Xavier's Institute of Education, Mumbai is having a Ph.D. centre under University of Mumbai. About 11 Ph.D. students are pursuing their Ph.D. degree under three guides.

1. Ph.D. Program

    https://ww2.sxie.info/sxie-academics/courses/ph-d-program

4. Peer Reviewed Open Access Journal

St. Xavier's Institute of Education has published an open-access, peer-reviewed journal. The name of the journal is Xavierian Journal of Educational Practice. The college had successfully published three issues of journal during 2022-23 academic year.

SXIE Webpage

https://ww2.sxie.info/xjep-open-access-journal

5. Research and Development Cell

During the year 2022-23, based on the guidelines of the University Grants Commission (UGC) in India Research and Development Cell was formulated at SXIE. The primary purpose of the R&D Cell is to promote and facilitate research and development initiatives among faculty, researchers, and students. Activities were planned under R&D Cell.

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Program%20SXIE%20R%26D%20Cell.pdf

Q.No.2.

1. Research Paper publications

Faculty members published research papers in the Academic year 2022-23. There were research / conceptual articles published in the peer reviewed journal by the faculty members during the A.Y 2022-23

1. Thomas, Bijoy K and Veerendra Kadam, Pooja. (2023). A Study of Academic Motivation Among Secondary School Students, Xavierian Journal of Educational Practice, Mumbai. https://ww2.sxie.info/xjep-open-access-journal/xjep-vol-2-issue-1/xjep-vol-2-issue-1_5

2. Sebastian, Vini. (2023). Stakeholder Responsibility in Education: Parental Involvement in SSC and ICSE schools Education. ISBN 978-93- 91979- 942.

3. Thomas, Bijoy K (2023). A Study of Relationship between Thinking Style, Attitude towards ICT and Computer Confidence among Student Teachers. International Journal on Integrated Education.
   https://journals.researchparks.org/index.php/IJIE/article/view/4305

4. Thomas, Bijoy K (2022). A Study of Exploring the Attitude towards Reflective Teaching Practices among Student Teachers. Shodhasamhita: Journal of Fundamental & Comparative Research – UGC CARE – Peer Reviewed Vol VIII No.11 (XII) 2022

5. Chavan, Kalpana and Thomas, Sybil. (2022). Development of Epistemological Model of Self-Directed Learning Package with Phenomenological Approach. Xavierian Journal of Educational Practice, Mumbai

6. Chavan, Kalpana (2022). Investigating The Perception of Pre-Service Teachers Towards Desirability And Ability Regarding Learner Autonomy in The 21st Century. Shodhasamhita: Journal of Fundamental & Comparative Research – UGC CARE – Peer Reviewed Vol VIII No.11 (XII) 2022

7. Tandel, Kailash & Suryavanshi, Meena. (2022). Investigating the Barriers/Limitations in Information Communication, Technology, and Tool Implementation Faced by Library Professionals at Veer Narmad South Gujarat University. In B. Ramesh Babu (Eds.), Revitalizing The Libraries To The Android Society (169-178. Proceedings of the 6th I-LISS International Conference-IIC 2022) (pp.169-178) Hyderabad. ISBN-978-93-95038-25-6.

8. Suryavanshi, Meena. (2022). Pandemic Era Is Now An Opportunity For Library Professionals To Transform Libraries – Study, Journal Of Advanced Research In Humanities And Social Sciences, vol 9 issue 4, 2022. https://www.advancedresearchpublications.com

9. Suryavanshi, Meena. (2022). Accelerating Equality & Empowerment with DigitALL- A Review, Journal of Advanced Research in Library and Information Science, vol 9, issue3,-2022. https://journals.indexcopernicus.com/search/journal/issue?issueId=all&journalId=47645

10. Suryavanshi, Meena. (2022). Study on the Acquisition of Digital Skills by Secondary School Students and the Challenges of Digital Literacy, Journal of Advanced Research in Library and Information Science, vol 9, issue 4-2022. https://journals.indexcopernicus.com/search/journal/issue?issueId=all&journalId=47645

11. Paloji, S., Dr. (2022). A Study of the Impact of Screen Time on the Social and Emotional Life of Students. Educreator Research Journal, Volume–IX(Issue– III), 136-144. https://doi.org/ISSN: P-2455-0515 E- 2394-8450

12. S.Priti(2022). Secondary School students and Mindfulness. Genius Journal,XI(II),91-94

13. S.Priti (2022).Mindfulness Fosters Well being. Ideal Journal, XII(I), 123-126

14. Pereira, Elvina Nevil (2022). A study of Awareness about the United Nations (UN) Sustainable Development Goals (SDGs) among the Pre-service Teachers. Scholarly Research Journal For Interdisciplinary Studies Vol. 9, Issue 74.

Q.No.3.
Refer Q.No.2.

Q.No. 4.

1. Library updating

SXIE has an active Library committee, it decides the various activities and maintainace of library. Various library initiatives were organized under Library during the academic year 2022-23. Some of the activities were as follows:

1. Research paper analysis

2. International Literacy Day celebration

3. World Telecommunication and Information Society Day

4. Library Report

https://www.sxie.info//2022/Library%20Initiative%20Report-2022-23.PDF

https://ww2.sxie.info/sxie-academics/library/library-initiatives

Details	Existing Up to March 2022	Newly Added 2022-23		Total
	No.	No.	Rs. Value	No.
Text Books	1164	5	0	1169
Reference Books	10166	105	82173	10271
e-Books	5	0	0	5
Journals (Print)	*15	*15	32100	*15
e-Journals	*4	*4+**1	5770	*5
Dig. Database N-List	*1	*1	5950	*1
Periodicals	*1	*1	999	*1
Others (Newspapers)	*4	*4	8453	*4
SLIM (AMC)	*1	*1	42126	*1
CD/DVD	290	**10	0	300
SNDT-Int. Membership	*1			

St. Xavier's Institute of Education Mumbai Library Upgradation 2022-23

Note-1 * Star (Single star) stands for Renewal of existing resources.

Note-2 ** SNDT- Int. Membership is valid till August 2023 & will be renewed in August 2023

Note-3 **

A]Newly Added **10CDs in the Library

B] Added 'Xavierian Journal of Educational Practice' (Online Mode)

2. Internet Facility

The internet has become an indispensable tool for higher education, enabling access to information, facilitating collaboration, and expanding opportunities for both students and educators. The institute has a dedicated internet line to all the classrooms. The institute also provided free WiFi internet facility to the students for their academic purpose.

Airtel Bill

https://www.sxie.info/2022/Academic%20Audit%20evidences/April%202023%20Airtel%20Bill.pdf

For the smooth functioning of Autonomy, it was necessary to upgrade the premises in terms of the equipment and devices. Hence the Institute looked into the technological enhancement of the premises and processes. The Institute invested in computers, smart boards, printers as well as signage boards. The Examination Room was set-up with computers as well as printers and storage units.

The Institute has thus begun its journey of Autonomy and hopes to make it even more meaningful and enriched in the years to come. The Institute is committed to its vision and mission, as well as to the goals of nation building and will ensure that the education provided would be of high quality.

3. E-Journals subscription

https://ww2.sxie.info/sxie-academics/library/e-journals-e-books

4. Thesis collection : Offline Mode

5. Web OPAC facility for remote access

 https://ww2.sxie.info/sxie-academics/library/webopac

6. E references library facility

7. Computer and technology availability

    a. Computer lab with internet facilities for students and faculty : https://www.sxie.info/Infrastructure/Annexure-10_Computer_lab_equipments.pdf

    b. Individual computer facilities given to each faculty with internet facilities

8. Psychology Laboratory

    a. This Laboratory contains the necessary equipment and material for psychological tests and experiments.

       https://www.sxie.info/Infrastructure/Annexure-8%20Psycho_Lab_Resources.pdf

9. Research Room

    a. Research room for Ph.D. students and guide

10. Reprographic facilities

    a. Reprographic facilities : https://ww2.sxie.info/about-us/facilities

    b. Scan facilities

11. Infrastructure Reforms

Upgrading the infrastructure of SXIE is a significant undertaking that can greatly enhance the learning environment and overall student experience. Careful planning, efficient execution, and ongoing maintenance were carried out at SXIE during 2022-23 for infrastructure upgradation. During the F.Y 2022-23, college upgraded the infrastructure of the institution from Advance amount of Management and RUSA. The Institute upgraded the facilities under the following areas viz.,

Computer Accessories and Software

Examination Software

Furniture and Fixture

a. Furniture

b. Examination Room Upgradation

c. Classroom Upgradation – Purchase of Board

d. Electrical work

Upgrade and expand the college's infrastructure is to support modern teaching methods, research, administrative and evaluation processes. This includes enhancing internet connectivity, setting up computer, and ensuring the availability of e-learning resources.

The details are as follows:

UGC-AUTONOMOY ACCOUNT (Advance from Management)			
Computer Accessories and Software:			
Date of payment	**Particulars**	**Quantity**	**Amount**
16/01/2023	**QualSoft Solutions Pvt Ltd** Purchase College Management Software (for Examination Software)	1	87500
Equipment:			
Date of payment	**Particulars**	**Quantity**	**Amount**
13/02/2023	**Royal Enterprises** Purchase new chairs in the Office (6), Staff Room (8) and Examination Room (6)	12	88736
Furniture and Fixture:			
Date of payment	**Particulars**	**Quantity**	**Amount**
13/02/2023	**Royal Enterprises** Furniture made for Examination room	1	82600

12. RUSA

During the year, SXIE also utilized the grant from RUSA, India for upgrading the infrastructure facilities. RUSA is a government scheme that supports the development and upgrading of infrastructure and academic programs in colleges and universities.

The details of the grant and expenditure is uploaded on the website of the institution.

RUSA Account

https://ww2.sxie.info/about-us/rusa

RUSA ACCOUNT			
Equipment:			
Date of payment	**Particulars**	**Quantity**	**Amount**
25/07/2022	**Infovision Solutions Pvt Ltd**		
	Purchase new Ceramic Coated Whiteboard FY B.Ed Classroom (1), Science and maths classroom (2) and Social Studies classroom.	3	32000
Electrical Fittings:			
Date of payment	**Particulars**	**Quantity**	**Amount**
08/12/22	**Friends Electricals**		
	Electrical work in the 5th floor F.Y.B.Ed. Classroom, Social Studies classroom 3rd floor, Science & maths classroom 3rd floor		5157

Upgrade and expand the college's infrastructure is to support modern teaching methods, research, administrative and evaluation processes. This includes enhancing internet connectivity, setting up computer, and ensuring the availability of e-learning resources.

Q.No.5.
Information is circulated through digital copy and printed circular.

Q.No. 6.

Orientation on Integrating Digital ethical behaviour.

Faculty members at SXIE play a pivotal role in instilling digital ethical behavior among students through classroom assignments. Through guidance and discussions facilitated by these assignments, students can gain a deeper understanding of the importance of ethical behavior in their digital interactions and future careers.

1. Knowledge and Curriculum Assignment

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Research%20ethics%20awareness%20%20to%20assignment%20submission.pdf

2. Digital Education

   https://sxie.info/2022/Academic%20Audit%20evidences/Digital%20Competencies.pdf
3. Creating an Inclusive School

https://www.sxie.info/2022/Academic%20Audit%20evidences/Assignments%20IDC%204%20Scrapbook%20_PS.pdf

Q.No.7

https://ww2.sxie.info/research-extension/research-projects

Q.No.8.
Faculty welfare

In the academic year, the institute had supported the faculty members by funding for promoting their research initiatives. All the faculty members were given the seed money of 12,500/- for their research-based initiatives so that the curriculum enrichment is promoted through their advance studies. Each faculty member submitted the utilization certificate for the same by the end of the financial year. The faculty members made optimum use of the funds that were granted to them. Three faculty members purchased software which can be beneficial for their professional development, as well as to accentuate their research and teaching competencies. Three faculty members utilized it towards their doctoral studies requirements. Two other faculty members utilized the funds for purchasing the online platform for conducting smooth online courses and sessions. Thus, the faculty welfare funds were put to optimum use by all members for their own personal, professional development and teaching enrichment which benefits their students and other stakeholders.

ANNEXURE VII
SUPPORT FOR QUALITY EDUCATION
ACADEMIC YEAR 2022-23

Q.No.1.

1. Learner Profile

Learner profile data refers to information collected and maintained about individual students in educational settings. This data typically includes a variety of information that helps educators and institutions understand and support each student's learning needs, preferences, strengths, and areas for growth. At the time of admission, students were asked to fill-up the learner profile form. Learner profile form includes the personal and academic information. The institute use this information for understanding their personal interest, family background, personal need and motivation etc. The analyzed data was used by the institute for grouping, classroom task etc. The learner profile data was utilized for grouping the students to complete academic activities, internship school grouping and other curricular and co-curricular activities. Learner Profile

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Learner%20Profile%20Sample.pdf

2. https://sxie.info/2022/Academic%20Audit%20evidences/Student%20Council%20Learner%20Profile%20Data%20used%20%20for%20formation%20of%20Houses.pdf

2. Mentoring

Mentoring in teacher education colleges plays a crucial role in the development of future educators. It is a structured process where experienced educators, known as mentors, provide guidance, support, and expertise to pre-service teachers, also known as mentees or teacher candidates. This mentorship helps teacher candidates transition from theory to practice and equips them with the necessary skills and knowledge to become effective teachers. In SXIE, mentoring was systematically practiced regularly and systematically in every month. Agenda points for key discussion was prepared for each month and distributed well in advance to mentors and mentees.

Report

1. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20%281%29.pdf

2. Documentary Evidence

   a. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20PS_2022%202023.pdf

b. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20NK%20%282%29.pdf

c. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20PS_2022%202023%20%283%29.pdf

d. https://sxie.info/2022/Academic%20Audit%20evidences/mentoring%20_PS_2022%202023.pdf

e. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring%20NK%20%283%29.pdf

f. https://sxie.info/2022/Academic%20Audit%20evidences/Mentoting%20-Discussion.pdf

3. Student Supportive Programs

In higher education currently many reforms are implemented and transitioning through this rapidly evolving field students are confronted with many challenges. In such a situation formal and informal support is vital in encouraging and developing the spirit of engagement throughout the journey of learning. St. Xavier's Institution of Education, Autonomous has holistic approach with respect to student support through which the student teachers are provided training, information and insights in various ways about their life as a student. Institute understand the need to assist the student teachers in academic and non-academic matters. The support system encompasses all the components of the all-round development of including teaching and learning.

Various program and enriching activities were organized by the college under Student supportive system. The following programs were organized:

1. Value Added Course on Computers in Education
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Curricular%20Enrichment%20Value%20Added%20Computers.pdf

2. Research Enrichment Program
   https://www.sxie.info/2022/Academic%20Audit%20evidences/Research%20enrichment%20program%20report%20%282%29%20%281%29.pdf

Expert talks

3. https://www.sxie.info/2022/Gender.pdf

4. https://www.sxie.info/2022/INTERNATIONAL_LITERACY_DAY.jpeg

5. https://www.sxie.info/2022/Digital%20Portfolio.pdf

6. https://www.sxie.info/2022/IWD%208%20March%20final.pdf

Workshop on Entrepreneurship

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/April_2023_Timetable_F.Y.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Entrepreneurship%202022-23%20Ar%20.pdf

Activities with Project Mumbai

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Project%20Mumbai%20Plastic%20Collection%20Report%20(1).pdf

2. https://sxie.info/2022/Academic%20Audit%20evidences/Beach%20Cleanup%20Report%20%281%29.pdf

Four days' Workshop on Sign Language

1. https://sxie.info/2022/Academic%20Audit%20evidences/Sign%20language%20skill.pdf

Social Emotional Ethical Learning (SEEL)

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Value%20added%20Course%20SEEL%202022.pdf

2. https://www.sxie.info/2022/Academic%20Audit%20evidences/SEE%20Learning.pdf

Library Activities

1. https://sxie.info/2022/Academic%20Audit%20evidences/Library%20Initiative%20Report-2022-231.PDF

Workshop on 'Art for Transformation'

1. Art Integration documents

   https://sxie.info/2022/Academic%20Audit%20evidences/Art%20in%20Education.pdf

2. Mandala Art

   https://sxie.info/2022/Academic%20Audit%20evidences/Mandala%20Art%20Skill.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/reflective%20journal%202%20Nevelle%20Audit%20course%202022-23.pdf

Encourage Students to participate Courses - The Institute encouraged students to participate in various other courses during the academic year 2022-23. Several effective strategies have been implemented to stimulate and sustain student interest in participating actively in courses.

Certificate Courses

1. https://sxie.info/2022/Academic%20Audit%20evidences/Certiifcate%20for%20partic ipation_DOMINICA.pdf

2. https://www.sxie.info/2022/Academic%20Audit%20evidences/Certiifcate%20for%20 participation_Nevelle%20Certificate.pdf

MOOC

1. Basics In Teaching And Learning Dynamics

   https://sxie.info/2022/MOOC_Basic%20Teaching.pdf

2. Action Research for Quality Education

   https://www.sxie.info/2022/MOOC%20brochure.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Certificate%20of%2 0MOOC%20Action%20Research.pdf

3. Integral Pedagogical Paradigm

   https://sxie.info/2022/Academic%20Audit%20evidences/Integral%20pedagogical% 20paradigm.pdf

4. Digital Portfolio

   https://sxie.info/2022/Academic%20Audit%20evidences/Cross%20Institutional%20 Experiecne%20Feedback%20_Digital%20Portfolio%20in%20Education%20_Dr.Bi joy%20Thomas_19.1.2023%20%282%29.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Digital%20portfolio%20ce rtificate.pdf

5. Summary of Student centric program

   https://sxie.info/2022/Academic%20Audit%20evidences/Summary%20of%20Stude nt%20centric%20Program%202022-23.pdf

4. Health cell

Health Cell of the college has played a pivotal role in promoting and maintaining the well-being of students and staff members. With a focus on holistic health, this initiative encompasses various programs were organized by the health cell during the academic year 2022-23.

Reports and Brochure

1. https://sxie.info/2022/Yoga_flyer.pdf

2. https://www.sxie.info/2022/Health%20Cell.pdf

3. https://sxie.info/2022/Academic%20Audit%20evidences/Health%20Cell%20Consol idated%20Report.pdf

5. Counselling

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/March_2023_Timetable_F.Y.pdf
2. https://sxie.info/2022/Academic%20Audit%20evidences/Student%20group%20Counseling%202022-23%20%20.pdf

6. Grievance Cell

For the academic year 2022-23, the orientation to the grievance cell and other student welfare programs was done. The Committee was formed with the students from SY and FY batches. The grievance committee consisted of Principal in charge, two faculty members and two staff members and students from both the batches. There are two grievance boxes maintained in the ladies common room and boys common room, so that student can place their grievance in those boxes. The boxes were opened after a gap of 20 to 30 days for understanding the students' concerns. The boxes were opened in the presence of the entire committees, any observations, comments and grievances are minuted and immediate action have been taken especially with regards to students' infrastructural and technological facilities.

1. https://sxie.info/2022/Academic%20Audit%20evidences/Orientation%20Grievance%20Cell%20%202022-23.pdf

7. Gender Cell

Gender Audit

https://www.sxie.info/2022/GENDER%20AUDIT%2022%20.pdf

Gender Cell

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20Cell%20SXIE%20Activites%20(Autonomous).pdf
2. https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20Cell.pdf
3. https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20Cell.pdf
4. https://www.sxie.info/2022/Academic%20Audit%20evidences/GDC%20Minutes.docx.pdf
5. https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20Cell%20Report%20for%20World%20Population%20Day.pdf

8. Internal Complaints Committee

1. https://sxie.info/2022/Academic%20Audit%20evidences/Gender%20report%20WDC%20reports%20%281%29.pdf

9. Parent INTERACT

SXIE recognize the importance of parental involvement and often provide avenues for parents to stay informed and engaged in their ward's learning journey. On January 21, 2023, St. Xavier's

Institute of Education Autonomous, Marine Lines hosted a Parent Interact to inform parents of first-year B.Ed. students about the two-year B.Ed. programme. The parents had the opportunity to understand the framework of the course.

1. Parent Interact Report

   https://www.sxie.info/2022/Parent%20Interact%20Report%202022-23.pdf

10. CTET Workshop

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/CTET_Brochure.pdf

2. https://www.sxie.info/2022/Academic%20Audit%20evidences/CTET%20Preparatory%20Workshop%202022-23.pdf

11. Scholarship

List of Scholarship

1. https://sxie.info/2022/Academic%20Audit%20evidences/Scholarship%20details%202022-23.pdf

2. https://sxie.info/2022/Academic%20Audit%20evidences/Donation.pdf

12. Annual College Fest – PRAYAS

1. Annual College Fest 'Prayas' was held on 20th December 2022.
   https://sxie.info/2022/Academic%20Audit%20evidences/Prayas%202022-23.pdf

13. Induction Program

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/Induction%202022-23.PDF

2. X-LED Activities

   XLED Report
   https://sxie.info/2022/Academic%20Audit%20evidences/X-LED%20%20report%2022-23%20Autonomy%20.pdf

3. Institutional Social Responsibility Cell

   https://sxie.info/2022/Academic%20Audit%20evidences/ISR%20CELL.pdf

   https://www.sxie.info/2022/Academic%20Audit%20evidences/ISR%20Photo.jpeg

Q.No.2.

1. **RUSA Account**

   https://ww2.sxie.info/about-us/rusa

2. **Finance Meeting Minutes**

   https://www.sxie.info/2022/Meeting%20Minutes/MINUTES%20OF%20THE%20FINANCE%20COMMITTEE%20MEETING%20.pdf

Q.No.3.

1. Student Council Activities

Student Council was constituted through elections. This democratic process allows students to participate in selecting their representatives, fostering a sense of civic engagement and leadership within the student community.

1. Report - Student Council Election

    https://sxie.info/2022/Academic%20Audit%20evidences/Student%20Council%20Investiture.pdf

    https://www.sxie.info/2022/Student%20Council%20Election%20Notice.jpeg

2. Student Council Activities - Independence Day , Constitutional Day, Picnic, Indoor games

    https://sxie.info/2022/Academic%20Audit%20evidences/Student%20Council%20Activites%20-%20Independence%20Day%2C%20Constituional%20Day%2C%20Picnic%2C%20Indoor%20games.pdf

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Student%20Council%20Minutes%20%282022-2023%29.pdf

The main aim of the student council is to enhance the student experience, create a sense of belonging, and empower students to take an active role in shaping their educational community. The student council also involved in planning and executing various college events such as cultural activities, feast celebration, community service, and annual cultural activities to foster school spirit and engagement.

Cultural activity

https://www.sxie.info/2022/Academic%20Audit%20evidences/Cultural%20Actiivty%20Dussehra%20&%20Diwali%20Report.pdf

2. Club Activities

1. Pedagogy Club Activities

    Science Field visit:

    https://www.sxie.info/2022/Report%20of%20Science%20Club%202022-23_Website.pdf

2. Mathematics Pedagogy:

    https://www.sxie.info/2022/Academic%20Audit%20evidences/Field%20visit%20Mathematics.pdf

3. Economic Club

https://www.sxie.info/2022/Academic%20Audit%20evidences/Field%20visit%20Mathematics.pdf

4. History Club

https://www.sxie.info/2022/Academic%20Audit%20evidences/History%20Field%20Visit%20Report.pdf

3. Alumni Involvement

A program by the alumni was organised for curriculum strengthening so that the alumni when sharing their ideas and perspectives scaffold the understanding of the courses and the ethos of the professional life of teachers.

1. https://www.sxie.info/2022/The%20Alumni_Association_Meeting.pdf

2. https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Meet%20Report.pdf

3. https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Report_July.pdf

4. https://www.sxie.info/2022/Academic%20Audit%20evidences/Alumni%20Meet%20Seema%20Thank%20you.pdf

4. Parents Involvement

Through parent interact programs the perspectives of the parents for curriculum development were taken into consideration and different doubts were clarified about the autonomous status.

1. Parent Interreact Program

https://www.sxie.info/2022/Parent%20Interact%202022-23.pdf

https://www.sxie.info/2022/Parent%20Interact%20Report%202022-23.pdf

5. Xavier's Leadership Efficacy program – Student Involvement

Xavier's Leadership Efficacy program is designed to enhance and develop leadership skills and effectiveness among student teachers. It typically involves a planned series of sessions aimed taken by the student teachers on various topics. This program can cater to aspiring teachers seeking to refine their abilities, providing tools and strategies to navigate challenges and lead teams more effectively. In one of the session of Leadership Efficacy program, parent of student teacher shared his expertise for the curriculum enhancement through music pedagogy.

XLED Report

1. https://www.sxie.info/2022/Academic%20Audit%20evidences/X-LED%20%20report%2022-23%20Autonomy%20%201(1).pdf

6. Feedback

1. Course-wise feedback of Semester I and II

   https://sxie.info/2022/Academic%20Audit%20evidences/CREATING%20AN%20INCLUSIVE%20SCHOOL%20Sem%20IV_%20Ms.Kalpana.pdf

2. Co-curricular Activities

   https://sxie.info/2022/Academic%20Audit%20evidences/Project%20Based%20Course%20CCA%202023%20REPORT1.pdf

3. Mentoring Feedback

   https://sxie.info/2022/Academic%20Audit%20evidences/Mentoring.pdf

4. Induction Program Feedback

   https://www.sxie.info/2022/Academic%20Audit%20evidences/Feedback%20INDUCTION%20PROGRAM%20FEEDBACk.pdf

7. Organizing Workshop and Seminars for Students

Refer Annexure IV Q.No.6

8. Summary of Student centric program

https://sxie.info/2022/Academic%20Audit%20evidences/Summary%20of%20Student%20centric%20Program%202022-23.pdf

9. Networking with Institution

The Institute has signed different MoUs with other higher educational Institutes for curriculum enrichment, widening the horizons of the student teachers, understanding in-depth the importance of multi- and inter- disciplinary teaching approach. This year the MoUs were not only at national but also reached the international levels. The networking was not only limited to academic development but had a broader scope of network with the community centres, NGOs and even social work colleges. Below is the tabled glimpse of the networking through MoU.

SR. NO.	NAME OF THE INSTITUTE	OTHER INSTITUTES	PURPOSE	DURATION	TIME FRAME
1	St. Xavier's Institute of Education (Autonomous), Mumbai	Department Of Special Education, SNDT Women's University, Mumbai	Valuing Diversity Through Holistic Education	01/06/2023 TO 31/05/2028	5 YEARS
2	St. Xavier's Institute of Education (Autonomous), Mumbai	St. Xavier's College (Autonomous), Mahapalika Marg, Mumbai	Multidisciplinary and Interdisciplinary sharing	01/06/2020 TO 30/06/2023	3 YEARS
3	St. Xavier's Institute of Education (Autonomous), Mumbai	Sneha sadan Home for Homeless, Vinayalaya, Andheri	Understanding diverse learners and learning social analysis through Community engagement program	01/08/2022 TO 31/08/2028	6 YEARS
4	St. Xavier's Institute of Education (Autonomous), Mumbai	Bombay Teachers' Training College, Mumbai	Sharing of resources and collaborative programs	01/11/2022 TO 01/11/2028	6 YEARS
5	St. Xavier's Institute of Education (Autonomous), Mumbai	St. Xavier's College Of Education (Autonomous), Palayamkottai, Tamil Nadu	Sharing resources, faculty exchange and collaborative programs	12/07/2019 TO 11/07/2024	5 YEARS

SR. NO.	NAME OF THE INSTITUTE	OTHER INSTITUTES	PURPOSE	DURATION	TIME FRAME
6	St. Xavier's Institute of Education (Autonomous), Mumbai	St. Ann's College Of Education (Autonomous), Secunderabad, Telangana, India	Sharing resources, faculty exchange and collaborative programs	23/10/2022 TO 23/10/2027	5 YEARS
7	St. Xavier's Institute of Education (Autonomous), Mumbai	Sophia Centre For Women's Studies and Development, Mumbai	Sharing resources, faculty exchange and collaborative programs	08/06/2021 TO 08/06/2024	3 YEARS
8	St. Xavier's Institute of Education (Autonomous), Mumbai	St. Xavier's College, Nepal	Sharing resources, faculty exchange and collaborative programs	23/11/2022 TO 23/11/2027	5 YEARS
9	St. Xavier's Institute of Education (Autonomous), Mumbai	College Of Home Science, Nirmala Niketan 49, New Marine Lines, Mumbai 400 020	Sharing resources, faculty exchange and collaborative programs	19/01/2023 To 19/01/2028	5 Years
10	St. Xavier's Institute of Education (Autonomous), Mumbai	College Of Social Work (Autonomous), Nirmala Niketan, Mumbai 400 020	Sharing resources, faculty exchange and collaborative programs	01/06/2023 To 01/06/2028	6 Years
11	St. Xavier's Institute of	Safai Bank of India, Mumbai	Understanding the importance of	July, 2022 to July 2028	6 Years

SR. NO.	NAME OF THE INSTITUTE	OTHER INSTITUTES	PURPOSE	DURATION	TIME FRAME
	Education (Autonomous), Mumbai		NGOs and their collaborations with the educational institutes		
12	St. Xavier's Institute of Education (Autonomous), Mumbai	Guru Angad Dev Teaching Learning Centre, A Centre of Ministry of Education under (PMMMNMTT) at Shri Guru Tegh Bahadur Khalsa College, New Delhi, Delhi 110 007	Sharing resources, faculty exchange and collaborative programs	July 2023 to July 2026	3 Years

The network with the different internship schools from different school boards was also a highlight of the year 2022-23. This year the Institute delved deep into giving student teachers exposure to the ICSE school boards along with the SSC school board.

International Collaboration with the Social Emotional and Ethical Learning, India with the University of Emory was organised.

10. SEE Learning Report

https://www.sxie.info/2022/Academic%20Audit%20evidences/Value%20added%20Course%20SEEL%202022.pdf

https://www.sxie.info/2022/Academic%20Audit%20evidences/SEE%20Learning.pdf

11. Faculty Resource Person

https://sxie.info/2022/Academic%20Audit%20evidences/Faculty%20Resource%20Person%20Dr.%20Vini%20Sebastian.pdf

https://sxie.info/2022/Academic%20Audit%20evidences/FDP%20Vini%20Sebastian.pdf

Q.No.4.

1. **Placement Cell**

   https://sxie.info/2022/Academic%20Audit%20evidences/Campus%20Placement%202022-23.pdf

   https://sxie.info/2022/Academic%20Audit%20evidences/Campus%20Feedback%20and%20Minutes.pdf

2. **Pre campus Orientation**

   Know your Board.

   https://sxie.info/2022/Academic%20Audit%20evidences/Report-%20Mona%20Ma%27am%20.pdf

3. **Placement cell - Offer letters**

   (Physical Folder)

ACADEMIC AUDIT PROCESS

ACADEMIC YEAR 2022-23

1. SWOC Analysis

https://sxie.info/2022/Academic%20Audit%20evidences/SWOC%20Analysis%20.pdf

2. Course Feedback from students

https://sxie.info/2022/Academic%20Audit%20evidences/Feedback%20of%20Sem%20I%20and%20II%20Course%20feedback%201%20.pdf

3. Feedback from teachers

S.No.	NAAC observations and recommendations	Action Taken Report
	MARCH 2016	**Till 2022-23**
1.	Research Journal of Institute	The Institute XAVIERIAN JOURNAL OF EDUCATIONAL PRACTICE (XJEP) A Peer Reviewed Interdisciplinary Journal Open Access E Journal e ISSN No. 2583-357X (Online) https://ww2.sxie.info/xjep-open-access-journal
2.	Health Programs for staff and faculty to be started	Health Cell organises various programs for students and faculty every year. Reports on website
3.	More add-on Programs may be introduced	Different Value-added Programs and Certificate Courses have been added as per the need and demand of the society like Research Enrichment Course Education in Computers Essentials in English Social, Emotional and Ethical Learning

S.No.	NAAC observations and recommendations	Action Taken Report
4.	Alumni Association needs to be registered	The process is almost complete with alumni associations formed with meetings of alumni and different programs like Alumni Rendezvous, Alumni Meet
5.	Automation and Up-gradation of Library	The Library has been upgraded with e-library, digitalisation of library
6.	Training centres maybe established for competitive exams	The TET exams orientation for students of fourth semester for developing an analytical and employability skills with hands-on experience with resource persons even from national level.
7.	First aid facilities	First aid facilities are kept ready. For girl students vending machine foer sanitary pads is made available
8.	Special programmes for personality development and leaderships may be started	Various team building, life skills workshops have been organised Xavier's Leadership Efficacy Development (XLED) Program has been organised every year
9.	Smart Class rooms may be added	The Institute has added various hi-end technology equipment has been added for accentuating the lessons

NAAC PEER TEAM RECOMMENDATIONS
AUTONOMY PEER TEAM RECOMMENDATIONS

S.No.	2021-22	2022-23
1.	Placements have to be increased	Placements have consistently increased. The students were placed even during lockdown times. There was a large demand for SXIE students from different boards like IB< ICSE, CBSE and even schools abroad
2.	Laboratories should be strengthened	Technology Laboratory is equipped, the science and other pedagogy laboratories have to be worked upon
3.	ICC must be strengthened	The ICC has been strengthened with different workshops, seminars, students' activities. The Gender Cell conducts gender audit, has signed an MoU with an established College of Higher Education, Dept of Women Studies.
4.	Needs to start Certificate courses	Various courses based on the employability and life skills and development of teaching competencies have been started by the Institute over the years like 1. E-learning Designing Courses, 2. Certificate course in Ignatian Pedagogical Paradigm 3. Certificate Course in School Counselling 4. Certificate Course in Mathematics
5.	Motivate students for MOOC and SWAYAM	With mentoring and guidance SWAYAM course of Intellectual Property Rights was conducted. MOOC with UNESCO were organised for in-house students and other stakeholders
6.	Strengthen the research activities	1. Faculty are motivated to complete their doctoral and other funded research work, 2. Ph.D. enrolment and admission have increased with 3 Ph. D. guides 3. Faculty presented research based papers and publications have increased 4. The Research Enrichment Value Added Courses are added to enhance students' research skills,

S.No.	2021-22	2022-23
		5. Research and Development Cell is in place as recommended by the UGC
7.	Provision of seed money and incentives must be increased	The faculty was provided with the seed money for the pursuit of their research work and development of research and upgrade teaching competencies
8.	Certificate of Appreciation	Certificate of Appreciation are presented to faculty after their completion of the Ph.D. The faculty is appreciated by the Principal for the successful and creative completion of their courses and portfolios, but regular appreciation certification for completion of scholarly works is also under consideration.
9.	Register into National Digital Library Research journals have to increased	The Institute has subscribed for National Digital Library In last 3 years under RUSA funding the library is equipped with more research journals and e- journal subscriptions.
10.	Resource mobilisation	Resource like sponsorship funding have been disbursed amongst the needy and deserving students Seed money for leveraging research and teaching competencies have been distributed amongst the faculty.
11.	Institute ensure proper facility for specially abled courses	Certificate Courses have been initiated and advanced courses in inclusive education have been initiated

CHECKLIST FOR THE ACADEMIC AUDIT

S.N.	AREAS	ITEMS
I.	POLICIES	☑ Code of conduct for duties and functions of all stakeholders.
		☑ Operations handbooks for all administrative and academic processes.
		☑ Rules, Regulations, and Norms of State Government, UGC and University.
		☑ Processes, such as admissions, examinations, CAS, IQAC, etc. Followed by college (One set of documents, including Minutes of Meetings for each).
		☑ Feedback and Student Satisfaction Reports from all stakeholders. Analysis and action taken on the reports.
		☑ Policies of the College
II.	LEARNING OUTCOMES	☑ Program Outcomes, Program Specific Outcomes and Course Outcomes:
		☑ Proof to show that they are attained: Process of defining Program Outcomes, Program
III.	CURRICULUM & CO-CURRICULUM	☑ Relation of POs, PSOs and COs with curriculum (or vice versa)
		☑ Induction program for students to explain curriculum and departmental activities:
		☑ Teachers' contribution to curriculum design and enrichment.
		☑ Co-curricular activities and how they complete the learning process.
IV.	TEACHING-LEARNING PROCESS	☑ Methods of teaching-learning and statement of how they are suited for the class being taught.
		☑ Online Tools
		☑ Staff meeting minutes
		☑ Library Initiatives
		☑ Feedback from students regarding the teaching of courses (Feedback analysis on teachers)

S.N.	AREAS	ITEMS
		☑ Professional Development Programs (other than Orientation and Refresher Courses) attended by teachers and their reports on how they have benefitted
		☑ Students' Results Analysis and steps taken to improve student performance.
		☑ Programs organized involving persons from and outside the college for additional knowledge gain for faculty and students.
		☑ Mentoring and Counselling process
V.	STUDENT-LEARNING ASSESSMENT	☑ Review of results annually and corrective measures suggested to teachers in subjects where students have not performed well.
		☑ Methods of Internal Assessment other than that prescribed/used for University Examinations.
		☑ Variations in assessment and improvement done for the same (Time table for remedial)
		☑ Teacher Feedback for the opinion on curriculum and its application
VI.	RESEARCH	☑ Staff Presentations of Research/ Conceptual Paper:
		☑ Research facilities available on campus and how effectively they are used.
		☑ Research Room
		☑ Reprographic facilities
		☑ E-Resource
		☑ Computer and technology availability
		☑ Psychology Laboratory
VII.	SUPPORT FOR QUALITY EDUCATION	☑ Counselling
		☑ Mentoring
		☑ Student Council activities
		☑ Workshop and seminars
		☑ Action research enrichment program

ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)

S.N.	AREAS	ITEMS
		☑ Certificate courses/ Value added Courses / Swayam Courses
		☑ Extension Activity
		☑ Campus Placement
		☑ List of facilities (Library, office, sports, etc.) for overall development of student performance towards global citizenry.
		☑ Feedback and suggestions on improvement of program quality from Alumni, Parents, Employers and students.
		☑ Placement data for UG and PG students, Efforts taken and percentage of placement (Year wise)
	ACADEMIC AUDIT PROCESS	☑ These questions are essentially for the Audit Team to fill in when they assess the documentation and during the site visit.
		☑ The Department should submit its SWOC Analysis.
	FOLLOW UP FROM PREVIOUS NAAC ACCREDATION RECOMMENDATION	☑ Copy of projected plans/proposed future plans (as in the previous report of the department).
		☑ Action Taken Report on the projected plans/proposed plans (as in the previous report of the department.
		☑ Copy of previous NAAC accreditation recommendations.
		☑ Action Taken Report on NAAC accreditation recommendations
		☑ Complete Academic Audit Report was shared by the institution via Email with the External Audit Committee members prior to the onsite Audit visit.

Names of the External Auditor/s :
Dr. Karuna Gokarn Vice Principal , St. Xavier's College (Autonomous)
Signatures of the External Auditor/s : KRGokarn
21/12/23

Names of the External Auditor/s :
Dr. Vaijayanta Anand Associate Professor, College of Social Work Nirmala Niketan (Autonomous)
Signatures of the External Auditor/s : Anand

Dr. Andrea Coutinho
Principal

St. Xavier's Institute of Education
(Autonomous)
Affiliated to the University of Mumbai -N.C.T.E. Recognised
40-A, New Marine Lines, Opp. State Bank, Churchgate Branch, Mumbai - 400 020.
Tel. : 022 2201 4666 Fax: 022 2209 4178 Email: sxieinfo@gmail.com Website: www.sxie.info
NAAC Reaccredited 'A'

Academic Audit 2022-23

Date 21st December 2023

Time: 01:30 P.M. Onwards

Venue:

Loyola Conference Room,

St. Xavier's Institute of Education (Autonomous)

Mumbai 400 020

S.No.	Name & Institutional Address	Academic Audit	Signature
	Fr.Arul John Bosco Manager St. Xavier's Institute of Education Society, Mumbai		
1.	**Dr. Andrea Coutinho** Principal, St. Xavier's Institute of Education (Autonomous), Mumbai	Principal	
2.	**Dr. Karuna Gokarn,** Vice Principal St. Xavier's College (Autonomous), Mumbai	Academic Audit - External Member	21/12/23
3.	**Dr. Vaijayanta Anand,** Associate Professor College of Social Work Nirmala Niketan (Autonomous), Mumbai	Academic Audit - External Member	21/12/23.
4.	**Dr.Bijoy K Thomas** Assistant Professor St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator	
5.	**Dr.Shadab Paloji,** Associate Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member	
6.	**Ms.Kalpana Chavan** Assistant Professor St.Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Member	

SXIE/RUSA/AcademicAudit/2023-24/ 431   21st December 2023

To,
Dr. Karuna Gokarn
St. Xavier's College (Autonomous)
Mumbai
Maharashtra 400 001

Dear Madam,

We had an Academic Audit today. On behalf of the St. Xavier's Institute of Education (Autonomous), Mumbai; we express our sincere gratitude for your invaluable contribution as an Academic Auditor for the year 2022–2023.

The comprehensive reviews and insightful criteria-wise recommendations by you, as our Academic Audit team, have been helpful in guiding us towards excellence in the academic programme and contributing to the improvement of the curricular and overall institutional academic standards of our Institute.

We deeply appreciate the time and effort you have invested in evaluating the report, understanding the unique educational approach, and engaging with our faculty members and students.

Once again, please accept our deepest gratitude for your unwavering support and invaluable contributions to our college. We look forward to continually working with you in the pursuit of academic excellence.

Yours Sincerely,

Dr. Andrea Coutinho
Principal

Dr.Bijoy K Thomas
Academic Audit Co-ordinator

KRGokarn
21/12/23

SXIE/RUSA/AcademicAudit/2023-24/ 430   21st December 2023

To,
Dr. Vaijayanta Anand,
College Of Social Work Nirmala Niketan (Autonomous)
Mumbai 400 020

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Yours Sincerely,

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Principal

Dr.Bijoy K Thomas
Academic Audit Co-ordinator

Academic Audit 2022-23
St. Xavier's Institute of Education (Autonomous)
Mumbai 400 020
www.sxie.info