

**ST. XAVIER'S INSTITUTION OF EDUCATION**  
**(AUTONOMOUS)**  
**MUMBAI**



**ANNUAL REPORT**

**ACADEMIC YEAR 2022-2023**

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## **ABOUT THE INSTITUTION**

St. Xavier's Institute of Education, Autonomous (SXIE) is a premier Government aided, Christian minority Teacher Education College. It is affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). The institute is *established and administered* by the Jesuit Mumbai Province of the Society of Jesus. The Institute was established in 1953 and has been imparting joyous and creative teacher education for past 69 years.

The Institute aims at imparting Quality Teacher Education and all round development. It stands for academic excellence and the development of skills, and strives after character formation based on the love of God and the service of man. It is committed to building a just and humane society for a Hope-filled Future through its B.Ed., Ph.D. Program, certificate courses, MOOC, consultancy and community engagement programs. The Institute aims at preparing competent men and women of conscience, care and compassion which is reflected in its vision and mission statement.

### **Vision**

"Joyous, Creative Teacher Education "

### **Mission**

" To Provide Quality Education For Empowerment and Enlightenment To create a just and Humane Society and Strive to build a World of Faith, Freedom and Fellowship For God's Greater Glory "

The Core Values: MAGIS (Greater and More), Cura Personalis (Care of each person), Ad Majorem De Gloriam (For the Greater Glory of God), Forming Men and Women for others. The Institute contributes to quality knowledge generation and dissemination in the field of Teacher Education. Being a teacher education institution in last 69 years the institution has created a legacy of many renowned teachers who are well placed in national and international boards of education at the state, national and international levels.

Some of the outstanding achievements of the institute are:

1. Accredited by the National Accreditation Assessment Council (NAAC) with an ‘A’ grade and is valid till December, 2027.
2. The Institute has received Two Crore Infrastructure Grants from RUSA in the year 2019.
3. The institute is granted autonomous status by University Grants Commission for the period of ten years from 2022-23 to 2031-2032. The University of Mumbai has issued the necessary notification/order regarding the grant of autonomous status.

## **I. CURRICULAR REFORMS**

### **I.A. Goals and Preparation for Implementing Academic Autonomy at SXIE**

The education system in St. Xavier’s Institute of Education (SXIE) is a well-grounded and established system being an oldest Institute in the Mumbai city, but it is very young at heart as it is always willing and ready for the reforms. The growth mindset reflected in the vision and mission of the Institute makes it today’s brand Institute in the field of education.

The purpose of autonomy was to make the reforms in the spirit and structure of the curriculum process to integrate the demand of the present times. It is a process that aims to change the goals of the teaching-learning process, to modify the assessment orientation so as to focus more on learner and learning. The curricular reforms are based on the philosophy and rationale of the institute. The Degree Certificate will be awarded by the University. The credit framework has been modified to be in sync with the revised curriculum.

For the preparation towards autonomy, experts from established autonomous colleges were invited for discussion circles to deliberate on the process and challenges of becoming autonomous. The different statutory and non-statutory committees were formed for the smooth functioning of an autonomous college.

### **I.B. The Guiding Principle of the Curricular Reforms**

The curricular reforms suggested are based on institutional vision and policies, national policies, curricular framework, and the objectives of the autonomy as framed by the Institute. The reforms implemented are in consonance with the policies of the UGC autonomy

guidelines. For the purpose of managing the autonomous status of the Institute, many statutory and non-statutory entities are established, such as the Finance Committee, Academic Council, Board of Studies, and Constituent own Governing Body.

### **I.C. The Objectives of the curricular reforms**

1. Enriching the existing curriculum with updated knowledge and skills
2. Framing new courses and programs
3. Restructuring the syllabus to meet the program and course outcomes.
4. Realigning the curriculum to local, national, and international needs
5. Evolving the methods of assessment to be in sync with the focus on values of inclusion and diversity.
6. Developing employability, vocational skill development, entrepreneurship skills
7. Integrating of cross-cutting issues like professional ethics, gender equality, and other community outreach.
8. Including cross-cutting disciplines like Human values and environmentally sustainable development

### **I.D. Planning and Governance for Implementation of Autonomy**

A series of planning and evaluation committee meetings were held to frame ordinances and support autonomy readiness.

1. streamline the academic calendar,
2. revise the syllabus,
3. design the examination pattern and reforms,
4. prepare a budget and to draw up various policies for the Institute.

The outcome of the meetings was that the Institute got ready for its first round of meetings of the statutory bodies.

The Theme for the Year 2022-23 was unanimously decided as Holistic Education for Valuing Diversity. The theme was at the core of all the activities of the Institute. The curriculum of academic and co-curricular activities was transacted around the theme. In the Induction Program, the theme was introduced to the student teacher, and its implications through the

different semesters were oriented. The array of events was varied from co-curricular activities to community work, to theme-based lessons and the theoretical understanding.

### **I.D.1. Understanding autonomy**

Different sessions were conducted by the Institute for greater assimilation of the pre-requisites of autonomy. Dr. Rajendra Shinde, Principal of St. Xavier's College, (Autonomous) was invited for a focused group discussion to address queries regarding policies pertaining to autonomy on 28<sup>th</sup> June 2022. A meeting with school principals of internship schools was organised to understand the experts' viewpoint on 30<sup>th</sup> June 2022. The Finance and Accounts Officer of Mumbai University, Dr. (Prof.) Pradeep Kamthekar, C.A. gave a session on how the Institution can raise funds through various of courses.

### **I.E. Curriculum Reforms at SXIE**

Based on the regulations of UGC and University of Mumbai, SXIE designed curriculum for B.Ed., Certificate Courses, and Value-Added Courses. The curriculum was reformed under autonomous status after carefully considering the various factors, including the goals of the reform, the needs of the students, and the current trends in education.

#### **I.E.1. Program Outcomes**

The learning outcomes defines quality of the curriculum transaction. It is important for us to assure curriculum reform. 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 at least 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.

### **I.E.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 helped in planning the curriculum. 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

### **I.E.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.

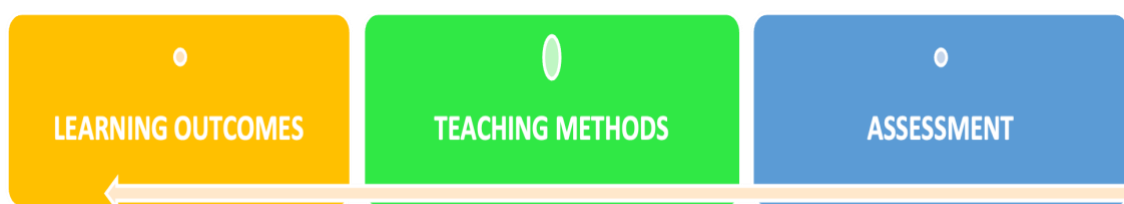


Fig 1: Constructive Alignment of Learning Outcomes

The assessment process should be structured to commence with a discussion of the learning outcomes, the methodology for evaluating each learning outcome, the available evidence indicating achievement of the learning outcomes, and the evaluation criteria (rubric) utilised to determine whether the outcomes have been met.

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.

#### **I.E.4. Interdisciplinary Approach**

Curriculum of B.Ed. course was designed for encouraging interdisciplinary learning to foster a holistic understanding of subjects. Various subtopics were added in every courses to integrate multiple disciplines, promoting creativity and a broader interdisciplinary perspective.

#### **I.E.5. Flexible Course Structure**

The Institute implemented a flexible credit system that allowed students to choose courses based on their interests and career goals. The flexible structure offered a mix of mandatory core courses and elective courses to provide diversity in learning.

#### **I.E.6. Digital Integration and Courses**

The curricular reforms aimed to integrate emerging technologies and tools into the curriculum to prepare student teachers for the digital age. The Institute revised Semester Ability Course of Information and Technology as Digital Education. The updated and recent trends in technology in education were integrated in this course. Digital Education course is under Ability Enhancement Course. An Ability Enhancement Course is designed to provide students with additional skills and knowledge on a specific field. The curriculum was mainly transacted through practical application of technological skills through projects.

Value added Course as that of Computers in Education and English Language Essentials were made available for the students who were having inadequate skills in integrating computer skills in education.

### **I.E.7. Project-Based**

Project based Course of each semester were reformed by emphasizing the learning through enhanced practical skills and real-world application of knowledge. Community work, revised pattern of school based internships and other practical co-curricular activities were enriched in the curricular reforms.

### **I.E.8. Multilingual and Multicultural Initiatives**

The National Education Policy (NEP) incorporates multilingual and multicultural initiatives to promote inclusivity and diversity in education. Implementing teaching methodologies that respect and utilize the linguistic diversity within a country is an essential part of it. In the academic year 2022-23, the institute modified the internship lesson plan by adding the multicultural and multilingual element. These initiatives are crucial in fostering an educational environment that celebrates diversity, promotes cultural understanding, and ensures equitable access to quality education for all students, regardless of their linguistic or cultural background.

### **I.E.9. Values, Environment Sustainability**

Infusing values in the curriculum, daily reflective assemblies were made more interactive and participative. The students of Second Year helped in handholding of the First Years in peer-mentoring the assembly process. The LMS designated for assembly was kept active with uploading of the presentations, repositories used during the assembly, and students reflected even beyond assembly in the discussion forum.

Under development of values for environmental sustainability different workshops were held like workshop on MLP – activities like multi-layered plastic waste collection, Beach cleaning, etc, were conducted.

### **I.F. Scheme of Assessment and Examination**

The curriculum reforms were endorsed in the assessment and evaluation at the beginning of the autonomy status, so that there is streamlining and objectivity of the internal and external assessment. The final changes accepted by the different statutory bodies were as follows:

Theory Courses: Semester End Examination

1. 60 marks for semester end examination of 2 hours duration for each theory course

2. Pattern of Semester End Examination: Out of 8 questions answer any 5 questions and question no. 9 is compulsory which is short notes.
3. Five questions of TEN marks each with external choice.
4. Two short notes of FIVE marks each with internal choice University Examination will be held at the end of each semester.

Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. Internal assessment consisting of Content test/Assignment/ Activity, One open book assignment, One classroom task (Seminar presentation / Concept mapping / Script writing etc.), One periodical class test, and One Essay test held in the given Semester.

### **I.G. National Educational Policy (NEP) 2020 Initiatives**

To implement the recommendations of the NEP 2020, with reference to the main areas like

1. **Outcome based Constructive alignment** – The revised syllabus integrated the course units in such a way, to support the constructive alignment of the outcomes, teaching-learning process, and internal assessment. The mapping and measuring the program, course outcomes and unit outcomes are integrated in the revised syllabus as in the recommendations of the NEP 2020.
2. **Multi-disciplinary Approach**-In the revision of the autonomy syllabus, there has been addition of the multi-disciplinary approach to the lesson plan making, classroom teaching, Co-curricular Activities, Daily Assemblies, Student Council Activities, workshops arranged for students like Induction into the Entrepreneurship, inter-cultural activities.
3. **Academic Bank Credit**- According to the guidance of the parent University, the Institute initiated the orientation and the enrolling the students for the Academic Bank. The office maintains the report for the academic bank.
4. **Skill Development** : The NEP 2020 through its various recommendations, have focussed on the development of the different skills of professional development, skill development of the creative and performance art was promoted along with the skill development of teaching skills. Students were encouraged to take up different certificate courses and value-added courses like Computers in Education and English Language Essentials.

- 5. Distance Education and online education-** Students from the First Year B.Ed. have been encouraged to enrol other courses through distance and open learning, from University of Mumbai. The students were given concessions from the Institute during exam period, so that they can pursue their dual degree. Students who enrolled themselves for the dual degree from Institute of Open and Distance Learning, University of Mumbai were given necessary support from the institute in order to complete their examinations etc.

## **I.H. Stakeholders' Engagement**

### **I.H.1. 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.

### **I.H.2. 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. The parents offered their suggestions and viewpoints for enrichment of the curriculum in the year 2022-23 which was integrated.

### **I.H.3. Xavier's Leadership Efficacy Program (XLED)**

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 sessions of Leadership Efficacy program, parent of student teacher shared his expertise for the curriculum enhancement through music pedagogy.

### **I.H.4. Employer's feedback**

The feedback from employers offers valuable insights into areas of academic need of the community. By addressing these recommendations, the institute 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 Principals of internship schools. This feedback helped the institute in organizing various

workshops and seminars about the teaching profession and its needs. The suggestions from the school principals and senior teachers were integrated in the curricular reforms.

### **I.I. 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. After the final reforms were accepted by all, the website was uploaded with the information and during induction program, the students and their parents were inducted into it.
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. The semester end examination results of each semester are announced as per the academic calendar and published on the college website.
5. 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' representatives 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.

## **II. CURRICULUM ENRICHMENT**

### **II.1. Value Added Course (VAC)**

The value added courses are included for enhancing the curriculum, developing the professional and employability skills. For the academic year of 2022-23 Computers in Education VAC was organized on the basis of gap analysis, needs of the diverse learners and choice based curriculum.

## **II.2. Semester Internship Initiative**

Semester internship was initiated for the Batch 2022-23 . The student teachers were in internship schools for a week to observe and learn from the lessons given by the SY student teachers. This initiative helped in strengthening the foundation of FY student teachers as they observed 5 lessons given by SY students. Pre- Internship Capacity I was also organized for enriching school internship learning experiences

### **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

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

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.

## **II.3. Enrichment in Achieving Course Outcomes**

The Autonomy year brought in revision of the internal assessment as students could be motivated to constructively align the unit outcomes with the assessment and teaching activities.

## **II.4. Co-curricular Activities**

The curricular study is strengthened through simulated skills of the co-curricular activities. The co-curricular activities adds to the applied aspect of the academics, reinforces skill development , develops cultural understanding and the professional competencies. In the

autonomy year too, co-curricular activities were focussed on the promoting the vision, mission and theme of the Institute in ways that can develop the potentials of the student teachers.

### **II.5. 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 well-equipped Library with high-end books on research and teaching for the benefit of the faculty and students.

### **II.6. 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. The other certificate courses like e-learning designing in process of implementation.

Evidence

### **II.7. 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.

## **III. TEACHING AND LEARNING**

Teaching and learning at SXIE is based on Constructivist pedagogical approach that focuses on active student engagement, critical thinking, and the development of problem-solving skills. The teaching strategies goes beyond traditional lectures and memorization and aims to empower students to become independent learners and effective teachers. Following teaching strategies are used at SXIE for curriculum transaction. The instruction at SXIE is to meet individual student needs. Recognize that students may have diverse learning styles and backgrounds. Provide opportunities for self-directed learning and personal exploration.

### **III. 1. Activity Based Learning**

The faculty members encouraged student teachers to actively participate in the learning process. The teaching process is 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.

### **III. 2. Classroom Task**

Faculty members transacted curriculum through activity-based teaching. This task engaged 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.

### **III. 3. Problem Solving Approach**

In this approach, faculty members presented students with real-world problems or scenarios related to education. This approach allowed 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.

### **III. 4. Scenario Based Learning**

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

### **III. 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.

### **III. 6. Self-Regulated Learning**

Instilling a love for learning and the importance of continuous professional development in students is considered relevant at SXIE. Self-regulated Learning (SRL) activity is an integral part of the teaching learning process. It encouraged them to stay updated with the latest educational research and best practices. One or two subunits of each course was transacted through self-regulated learning. Through the SRL 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.

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

### **III. 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 engaged 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.

### **III. 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.

### **III. 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 encouraged 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.

### **III. 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.

### **III. 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.

### **III. 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 trips to pedagogy enrichment places like national parks, museums, banks, Science Centre and social science centre were organized by the institution in the Academic Year 2022-23.

### **III. 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.

### **III. 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 covered the use of educational software, online resources, and other digital platforms. The goal was 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.

### **III. 15. Technology Integration**

Curricular transaction at SXIE is enriched with integration of 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.

### **III. 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.

### **III. 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.

### **III. 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.

### **III. 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.

### **III. 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.

### **III. 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.

### **III. 22. Teaching with research-based papers**

Units were taught with research based paper followed by deliberations

### **III. 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 experienced, 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.

### **III. 24. Blended Learning Approach**

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.

### **III. 25. Multimodal Syllabus transaction**

A multimodal learning report typically involves the integration of various modes of learning, such as visual, auditory and interactive approaches, to enhance the learning experience. The implementation of multimodal learning strategies in B.Ed. Course transaction demonstrated positive outcomes, fostering increased engagement and a more inclusive learning environment.

### **III. 26. Ability Courses**

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-on experience.

These courses were updated with latest information, that may be directly connected to the classroom practices of the teacher.

Some of the evidences of the Ability Courses are

### **III. 27. Internship**

Project Based Course of B.Ed. curriculum includes School 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 included school visits as well as the actual days of Internship. In order to make students prepared 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. 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 showcased 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

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5. Classroom Observation and Reflection
6. Code of Conduct during School Internship

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 the 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.

#### **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 were 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.

#### **c. Post Internship**

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

### **III. 28. 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 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 for sharing their reflections about their practice of community work with the class.

### **III. 29. Co-Curricular Activity**

Co-Curricular Activities (CCAs), 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.

### **III. 30. 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 various methods like revising the topic, interactive discussion, individual exercise, Question bank discussion etc.

### **III. 31. 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.

### **III. 32. Teaching with research-based papers**

Units were taught with research based paper followed by deliberations in different courses from 1<sup>st</sup> to 4<sup>th</sup>. semesters

### **III.33. 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.

## **IV. EXAMINATION AND EVALUATION REFORMS**

### **IV.1. Reforms in Internal and External Evaluation**

The basic purpose of autonomy is to provide quality education and while doing so it also intends to satisfy the needs and expectations of the stakeholders. Since autonomy gives the institutions the power to make decisions which will help the institution to integrate its vision and mission etc. St. Xavier's Institution of Education, Autonomous in its first year of autonomous status deliberated in various statutory bodies about the reforms in examination and then implemented it to best use the potential of its internal stakeholders that is students and teachers

Globally many profound changes are happening in the field of teacher education. In such a scenario, being an institute of teacher education, it is challenging to form competent teachers who are able to keep the pace with the advancement in the field of education especially post pandemic era. There are many reforms one of which is Outcome Based Education making paradigm shift in various aspects of education.

The examination reforms were undertaken for Autonomy, and they are as follows.

#### **a. Credits**

The institute followed the Credit hours as per the UGC policy. In the academic year, the institute followed 1 credit equal to 15 hours. The B.Ed. program is revised with the total credits of 89 and total marks 1800 (1 Credit = 15 Hours).

#### **b. Changes in the Components as well as Credits of the Project Based Course**

Reforms were included with Changes in the Components as well as Credits of the Project Based Course. Different creative and innovative academic task were included in the project-based courses. In the autonomous batch, the institute also encouraged students to take up value added course and organize and participate in the multicultural activity. 6 mandatory credits are added in the syllabus for encouraging the students to participate in the multi-cultural events and completion of Value-Added Course.

#### **c. Reforms in the Internal Assessment of Courses and Alignment with PO-CO**

Institute carefully formulate the Program Outcome and Course Outcome of B.Ed. Course. The students were oriented about the examination reforms and the internal assessment pattern. They were given orientation to the PO-CO (Program Outcomes and Course Outcomes) and shown how the Course is aligned to fulfill the outcomes.

As we are aware examination plays a vital role and serves as a benchmark in the system of education and specifically in the formation of student teachers as future teachers. It also helps in attaining the anticipated learning outcomes. Thus, in order to prepare the student teachers for novelty and originality the necessary alignment of course outcomes was made by making the six different types of internal assessment per course. Internal Assessment components of each Course were modified to ensure better fulfillment of the Course outcomes and their alignment with the Program outcomes methods of teaching and assessment. The components of Course-wise Internal Assessment include Assignment, MCQ, Open Book Assignment, Classroom Task and Class Test. The aim was to bridge the gap between the theory and its application. This change would likely be helpful in developing higher order critical thinking, problem-solving and analytical skills among the future teachers.

#### **IV.2. Examination Board Meeting**

Exam Board meeting of SXIE was conducted with the presence of Director of Examinations, University of Mumbai. The examination templates and the arrangement of Semesters was approved at the meeting.

Following points were discussed and passed in the meeting.

1. Drawing up Course Codes and designing relevant stationery for the examinations.
2. Designing relevant templates for mark-sheets and manuscripts as well as all examination related documents
3. The Institute set up an Examination Room with requisite equipment for the smooth conduct of the examinations.
4. For making student teachers well informed about the latest trends in the field of education Value Added Course was initiated with mandatory credits.

#### **IV.3. Adoption of Software for Examination and Assessment**

The Institute adopted the examination software from Qualsoft Solutions Pvt. Ltd. for data entry and processing. For the first autonomous batch (2022-2024) F.Y. B.Ed. Semester Examinations were conducted successfully by following the regulations of the University. For the paper setting and moderation work external experts were appointed. A Vigilance Squad was constituted for monitoring the Semester Term End Examinations. The assessment and moderation were completed in stipulated time and the results were declared within 30 days of the last examination.

#### **IV.4. Result of Semester 2022-23**

Result of Semester End examination was published within 30 days. Result was published on the website.

### **V. RESEARCH**

#### **V.1. Ph.D. Centre**

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

#### **V.2. Research Paper publications**

Faculty members published research papers in the Academic year 2022-23. There were 16 research / conceptual articles published in the peer reviewed journal.

#### **V.3. Library updating**

Updating a library is essential to ensure it remains a valuable resource for students and faculty. Libraries in college play a crucial role in supporting students' academic endeavors and fostering a conducive learning environment. SXIE has an active Library committee, it decides the various activities and maintenance 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
  
1. Four E Journals subscription : <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>
2. Thesis collection : Offline Mode
3. Web OPAC facility for remote access : <https://ww2.sxie.info/sxie-academics/library/webopac>
4. E references library

#### **Computer and technology availability**

1. Computer lab with internet facilities for students and faculty : [https://www.sxie.info/Infrastructure/Annexure-10\\_Computer\\_lab equipments.pdf](https://www.sxie.info/Infrastructure/Annexure-10_Computer_lab equipments.pdf)
2. Individual computer facilities given to each faculty with internet facilities

### **Psychology Laboratory**

1. This Laboratory contains the necessary equipment and material for psychological tests and experiments. : [https://www.sxie.info/Infrastructure/Annexure-8%20Psycho\\_Lab\\_Resources.pdf](https://www.sxie.info/Infrastructure/Annexure-8%20Psycho_Lab_Resources.pdf)

### **Research Room**

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

### **Reprographic facilities**

1. Reprographic facilities : <https://ww2.sxie.info/about-us/facilities>
2. Scanning facilities

## **V.4. 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. With these guidelines, activities were planned under R&D Cell .

## **V.5. 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.

## **V.6. 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.

## **V.7. 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.

### **V.8. Organizing Faculty Development Program**

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 11<sup>th</sup> October 2022 to 17<sup>th</sup> October 2022.

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 18<sup>th</sup> April 2023 to 24<sup>th</sup> April 2023.

### **V.9. Organizing Workshop and Seminars for Students**

For deliberating latest, the trend in education, the institute had organized various workshop and seminars for the students. Following workshop and seminars were organized by the college during the academic year 2022-23.

**V.10. Encourage Students to participate in 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.

## **VI. ORGANIZATIONAL NETWORK**

### **VI.1. Memorandum of Understanding (MOU)**

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.

Details of 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
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 Education (Autonomous), Mumbai	Safai Bank of India, Mumbai	Understanding the importance of NGOs and their collaborations with	July, 2022 to July 2028	6 Years

SR. NO.	NAME OF THE INSTITUTE	OTHER INSTITUTES	PURPOSE	DURATION	TIME FRAME
			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 (PMMMNMST) 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.

## VII. INFRASTRUCTURE REFORM

### VII.1. Library updating

SXIE has an active Library committee, it decides the various activities and maintainance 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

### VII.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

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.

### **VII.3. E-Journals subscription**

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

### **VII.4. Thesis collection**

Offline Mode

### **VII.5. Web OPAC facility for remote access**

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

### **VII.6. E references library facility**

In the year 2022-23, under RUSA funding, e-referencing library facilities were initiated, and infrastructural reforms were planned.

### **VII.7. Computer and technology availability**

Computer lab with internet facilities for students and faculty

<https://www.sxie.info/Infrastructure/Annexure-10 Computer lab equipments.pdf>

Individual computer facilities given to each faculty with internet facilities

### **VII.8. Psychology Laboratory**

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

<https://www.sxie.info/Infrastructure/Annexure-8%20Psycho Lab Resources.pdf>

### **VII.9. Research Room**

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

### **VII.10. Reprographic facilities**

1. Reprographic facilities : <https://ww2.sxie.info/about-us/facilities>
2. Scan facilities

### **VII.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.

### **VII.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>

In the year 2022-23, the 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.

### **VII.13. 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.

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.

## **VIII. STUDENT SUPPORT MECHANISM**

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.

### **VIII.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 used 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.

### **VIII.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.

### **VIII.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:

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.

### **VIII.4. Counselling**

This counselling sessions conducted with the students of B.Ed. program to address academic and personal challenges.

### **VIII.5. CTET Workshop**

Competitive exams play a crucial role in shaping students' academic and professional futures, and it's essential for institutions to provide effective guidance and resources. Students often face challenges such as time management, stress, lack of access to quality study materials, and guidance in specific subject areas. SXIE organized workshops in supporting students for various examination.

### **VIII.6. Scholarship**

The students were benefitted by the provision of state funding as well as the alumnus of the Institute to share the financial burden. The Donation Disbursement Committee ensured that the most deserving students could get the funding through proper selection process. The students were benefitted from this financial assistance and thanked the Institute for it.

### **VIII.7. Annual College Fest – PRAYAS**

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

### **VIII.8. 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>

### **VIII.9. Student Involvement in Decision-Making Process**

The autonomy preparation and readiness had students’ involvement from the planning meeting. Students’ suggestions were encouraged, appreciated, and integrated by the Institute, this strengthened students’ ownership in their role and responsibilities towards the Institute. The students were invited to attend planning meetings, staff meetings, be an active member of non-statutory bodies like IQAC, library committee and even statutory bodies like CDC. The student leaders would collect views, observations and suggestions of the class and present in the committees with their reflections. This practice has been appreciated by the IQAC committee as well as the in-house authorities. Even in the autonomy year students’ timely feedback has helped to enrich the curricular reforms.

The students involved in the meeting gave their impressions that they feel valued and appreciated, they learn about the how a staff meeting is conducted and also that they are a voice of the class which is a responsibility of a leader. The Involvement of students thus develops skills of people, time and resource management, at the same time develops professional skill.

### **VIII.10. Student Support Committees**

#### **a. 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.

## **b. Counselling**

1. [https://www.sxie.info/2022/Academic%20Audit%20evidences/March\\_2023\\_Timetable\\_F.Y.pdf](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>

## **c. 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.

## **d. Gender Cell**

Gender Audit

<https://www.sxie.info/2022/GENDER%20AUDIT%202022%20.pdf>

Gender Cell

1. [https://www.sxie.info/2022/Academic%20Audit%20evidences/Gender%20Cell%20SXIE%20Activites%20\(Autonomous\).pdf](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>

## **Internal Complaints Committee**

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

## **e. 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.

## **IX. FACULTY DEVELOPMENT PROGRAM**

### **IX.1. Faculty Development Program**

For the smooth transition to autonomous working of the college, syncing with the requirements of the autonomy revision, faculty development programs were planned.

#### **Seminars and Workshops**

1. Hands-On Training Workshop: Outcome Based Education: Mapping To Attainment by Dr. Deepak Nanaware on Thursday| 21st July 2022 at 11:00 AM – 4:30 PM for Teaching Faculty.  
[https://sxie.info/2022/Report\\_Hands\\_on\\_faculty\\_capacity\\_development\\_2022.pdf](https://sxie.info/2022/Report_Hands_on_faculty_capacity_development_2022.pdf)
2. Community Engagement Program by Mr Elvis Thomas Rtd. Associate Professor, Nirmala Niketan, College of Social Work on Tuesday, 20th September, 2022 from 10:00 a.m. to 3:15 p.m. for Teaching Faculty.  
[https://www.sxie.info/2022/Community\\_interventions\\_Elvis%202022.pdf](https://www.sxie.info/2022/Community_interventions_Elvis%202022.pdf)
3. Upscaling And Rescaling Digital Skills of Support Staff by Dr.Mandar Bhanushe on Thursday, 28th July 2022 at 9:00 AM – 12:30 PM for Non-teaching staff.  
[https://www.sxie.info/2022/SXIE\\_Workshop\\_for\\_support\\_staff\\_2022.pdf](https://www.sxie.info/2022/SXIE_Workshop_for_support_staff_2022.pdf)
4. Workshop on Digital Skills  
[https://www.sxie.info/2022/SXIE\\_Workshop\\_for\\_support\\_staff\\_2022.pdf](https://www.sxie.info/2022/SXIE_Workshop_for_support_staff_2022.pdf)

#### **Faculty Development Program with PMMMNMTT**

- a. Re-imagining Learner Competencies for New-Age Education on (11th October, 2022 - 17th October, 2022).  
[https://www.sxie.info/2022/GAD\\_XAVIERS\\_FDP\\_BROCHURE.pdf](https://www.sxie.info/2022/GAD_XAVIERS_FDP_BROCHURE.pdf)
- b. One-week online national level faculty development program on Designing Outcome Based Curriculum Practices from 18th To 24th April, 2023.  
<https://www.sxie.info/2022/Report%20of%20the%20GAD%20SXIE%20FDP%202023%20.docx.pdf>

## **IX.2. Research Funding for The Faculty**

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 utilisation certificate for the same by the end of the financial year. The faculty members made optimum use of the fund for research and academic activities.

## **X. ORGANIZATION STRUCTURE AND MONITORING MECHANISM**

### **X.1. Organization Structure**

An autonomous college typically has a unique organizational structure that allows it a degree of independence in its academic and decision-making. SXIE setup the various Statutory and Non-statutory bodies as per the UGC Guidelines. With the support of Statutory and Non-statutory bodies, SXIE adopted various innovative and flexible curricular approach to meet the unique needs of current social trend and educational objectives while adhering to broader regulations and guidelines set by the relevant educational authorities. The statutory bodies of SXIE are as follows:

1. **Governing Body of the Autonomous College:** The Governing Body of the Autonomous College is responsible for setting the overall direction and policies of the college. The various policies, curricular reforms and financial aspects were finally approved by the GB of the Institute.
2. **Academic Council:** The academic council is responsible for setting and overseeing academic policies, programs, and curricula. It plays a crucial role in ensuring the quality of education offered by the college. At this meeting, the revised syllabus was passed and ratified with few changes as suggested by the members. The policies that were passed by Board of Studies were ratified by the Academic Council with minor suggestions.
3. **Board of Studies:** BoS is responsible for framing the syllabus for the institution, ensuring that academic programs are relevant, of high quality, and in line with the institution's mission and vision. BoS of SXIE, revised syllabus for the 2-year CBCS B.Ed. program of SXIE (Autonomous) along with the ordinances and policies related to the curriculum. The value-added courses had to be legitimized to be conducted under autonomy. The policies and the syllabi for the following courses were passed at the BoS.

4. Finance Committee: This committee is responsible for overseeing the financial aspects of the college, including budgeting, resource allocation, and financial planning of the college.

Non-statutory committee are as follows.

1. IQAC
2. CDC
3. Exam Board
4. Library Committee
5. Admission Committee
6. Students' Welfare and Extra Curricular Activities Committee
7. Grievance, Unfair Means, Equal opportunities and Anti-Ragging Committee
8. Placement Committee

## **X.2. Academic Calendar**

In the academic year 2022-23, SXIE prepared an academic calendar, and it was approved by all the statutory bodies. The timetable and other activities were planned according to the academic calendar. Academic calendar was published on the website.

## **X.3. Policies Regulations and Ordinances**

SXIE framed policies and ordinances for various curricular and co-curricular activities. Policies and ordinances of SXIE are for establishing a structured framework that balances academic freedom with responsible governance. They guide the college's academic and administrative activities, ensuring that it meets its objectives, maintains quality, and remains compliant with relevant regulations. The SXIE framed following policies for the academic year 2022-23.

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

The details of policies are included in the Academic Handbook of 2022-23

#### **X.4. Code of Conduct**

The students were provided Orientations with reference to Policies and ordinances, Semester wise Courses, Internship, Community Work, Co-curricular Activities Examinations and Assessments, Value Added Courses, etc. The ordinances and regulations of the B.Ed. programme, the policies of the Institute and the Code of Conduct were explained as well as put up on the website for the reference of the students.

#### **X.5. Feedback from Students and Stakeholders**

SXIE monitoring its activities and improve its service by taking the feedback from students and stakeholders. Feedback from students and stakeholders of SXIE is essential for evaluating the institution's performance, making improvements, and ensuring that it meets the needs and expectations of its various stakeholders. After each curricular and co-curricular activity, feedback had taken from various stakeholders. The feedback was analyzed and presented before various bodies to improve the organizational process.

The institute also collected the feedback from Internship school Principal for reviewing and revising the plan and for improvement. Feedback from a school principal after internship is vital for revising the internship plan according to the need of the school.

#### **X.6. Administrative Audit**

In the Academic Year 2022-23, SXIE conducted Administrative Audit. Administrative Audit included an assessment of various aspects such as management practices, compliance with policies and regulations, efficiency of operations, utilization of resources, and overall effectiveness in achieving organizational objectives.

#### **Other Evaluation Modes**

##### **1. SWOC Analysis**

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

##### **2. Feedback from teachers**

### 3. Action taken report based of NAAC

S.No.	NAAC observations and recommendations	Action Taken Report
	<b>MARCH 2016</b>	<b>Till 2022-23</b>
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) <a href="https://ww2.sxie.info/xjep-open-access-journal">https://ww2.sxie.info/xjep-open-access-journal</a>
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
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 for 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

#### 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

S.No.	2021-22	2022-23
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 <ol style="list-style-type: none"> <li>1. E-learning Designing Courses,</li> <li>2. Certificate course in Ignatian Pedagogical Paradigm</li> <li>3. Certificate Course in School Counselling</li> <li>4. Certificate Course in Mathematics</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Faculty are motivated to complete their doctoral and other funded research work,</li> <li>2. Ph.D. enrolment and admission have increased with 3 Ph. D. guides</li> <li>3. Faculty presented research based papers and publications have increased</li> <li>4. The Research Enrichment Value Added Courses are added to enhance students' research skills,</li> <li>5. Research and Development Cell is in place as recommended by the UGC</li> </ol>
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

S.No.	2021-22	2022-23
		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

## XI. CONCLUSION

Autonomous colleges are empowered with academic freedom to frame their own curriculum and syllabi, admit students by conducting entrance examinations, innovate and experiment with new methods and strategies for transacting curriculum. This initiative ensures quality and excellence in the functioning of the Institute, as envisioned in the implementation of NEP 2020.

We at SXIE, also studied the impact of college autonomy on quality inner transaction in terms of students' perception relating to their satisfaction with quality of teachers, curriculum, co-curricular activities, methods of teaching, library, infrastructural facilities and examination. Stringent academic audit were also conducted, with other audits to understand the strengths and limitations in getting rooted in the autonomous way of transforming education and governance

## **Annual Report 2022-23**

St. Xavier's Institute of Education (Autonomous)  
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[www.sxie.info](http://www.sxie.info)

