



**ST. XAVIER'S INSTITUTE OF EDUCATION  
(AUTONOMOUS)**

**ACADEMIC AUDIT REPORT  
ACADEMIC YEAR 2023-24**

**40/A, NEW MARINE LINES  
MUMBAI 400 020**

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### Academic Audit Team Members

S.No.	Name & Institutional Address	Academic Audit
1.	<b>Dr. Andrea Coutinho</b> Principal, St. Xavier's Institute of Education (Autonomous), Mumbai	Principal
2.	<b>Prof. (Dr.) Karuna Gokarn</b> Vice-Principal (Academics), NEP Nodal Officer, Department of Microbiology, IQAC Director, St. Xavier's College (Empowered Autonomous Institute) Mumbai, Maharashtra 400 001.	Academic Audit - External Member
3.	<b>Prof. (Dr.) Mandeep Kochar</b> Vice-Principal of Bombay Teachers' Training College (University Affairs), Constituent College of HSNC University, Mumbai. Maharashtra. Apollo Bunder, Colaba, Mumbai, Maharashtra 400001	Academic Audit - External Member
4.	<b>Prof. (Dr.) Shadab Paloji,</b> Professor St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator
5.	<b>Dr. Priti Sivaramakrishnan</b> Assistant Professor St. Xavier's Institute of Education (Autonomous)	Associate Academic Audit Coordinator

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## Academic Audit Questionnaire For Teaching Departments

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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

Sr. No.	Item Questions	Response
1.	Do you have adequate policies to direct, monitor and review all academic and administrative processes?	<p>Yes. SXIE believes in devising rules and regulations for academic and extracurricular activities. The Institute's policies and regulations maintain quality control by balancing between academic freedom and responsible governance. The policies have been approved by the statutory bodies of SXIE who have been instrumental in endorsing academic and financial policies.</p> <p>For the academic year 2023-2024 the following policies were established.</p> <ol style="list-style-type: none"><li>1. Examination Policy and Procedures</li><li>2. Internship Policy</li><li>3. Library Policy and Procedure</li><li>4. Value Added Courses Policy</li><li>5. Infrastructure Policy</li><li>6. Placement Policy</li><li>7. Gender Related Policy</li><li>8. Internal Complaints Committee</li><li>9. Ecology Policy</li><li>10. Certificate Courses Institutional Policy</li><li>11. Research And Consultancy Policy</li></ol> <p>The college routinely reviews all administrative and academic procedures considering established policies. The Institute routinely carries out academic, administrative, and library audits each year.</p>

Sr. No.	Item Questions	Response
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?	<p>The institution follows all rules and regulations in compliance with the standards and guidelines set by the government. The creation of policies is based on government criteria. Colleges must abide by these rules to provide high-quality education, hire qualified teachers, create curricula, for the overall institutional functioning.</p> <ol style="list-style-type: none"> <li>1. Admission procedure of B.Ed. and Ph.D.</li> <li>2. Curriculum and syllabus framework</li> <li>3. Examination, Internal assessment procedure and publication of result</li> <li>4. Credits, and Teaching workload</li> <li>5. PO-CO Measurement</li> <li>6. Duration and workload distribution of teaching and non-teaching faculty members administrative functioning</li> </ol>
3	Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes?	<p>Documents are systematically maintained for easy accessibility, management and compliance. Documentation involves categorizing academic records, administrative documents, financial records and different policies etc. Other documents like meeting minutes, administrative documents, and Portfolio wise documents are systematically maintained as printed documents.</p> <ol style="list-style-type: none"> <li>1. Admission: The portal created by the DHE, the Maharashtra government, and the University of Mumbai manages admission and enrolment documents. The institute maintains the documents in the print form.</li> <li>2. Attendance of Staff and Students: Biometric systems were used to collect and analyze attendance of staff and students.</li> </ol>

Sr. No.	Item Questions	Response
		<p>3. Academic activities: Academic documents for the B.Ed. programme and certificate programmes were organized with the support of the cloud storage system.</p> <p>4. Examination: Examination papers and internal assessment records maintained as physical documents.</p> <p>5. Examination Data: Examination data is saved as digital and print copy</p> <p>6. Minutes of the Meeting: Meeting minutes are documented on the register and also uploaded on the Website. The following minutes of the meetings are maintained</p> <p>College Development Committee</p> <p>Internal Quality Assurance Cell</p> <p>Board of Studies</p> <p>Academic Council Meetings</p> <p>Monthly Staff Meetings</p> <p>7. Administrative documents: Administrative documents are printed and methodically arranged into folders with clear labels based on categories such as administrative, academic, and financial records ensuring easy identification and retrieval.</p> <p>8. Portfolio wise documents: Documents of different portfolios and activities conducted are created and uploaded on the college website.</p>

Sr. No.	Item Questions	Response
4	Are all members of your department (Students, teachers and support staff) aware of their code of conduct in their duties and allied work?	<p>The institute organizes orientation and induction programs for newly admitted students. Students are oriented towards the College Code of Conduct and Academic Policies.</p> <ol style="list-style-type: none"> <li>1. The Institute rules and policies, the code of conduct, ordinances and regulations pertaining to the B.Ed. program are uploaded on the college website for faculty and students' reference.</li> <li>2. Every year the Academic Handbook is incorporated with the policies and code of conduct.</li> <li>3. The Maharashtra Government Service Regulations delineated the duties related to teaching and non-teaching.</li> </ol> <p>Through the employment of various methods, colleges can successfully guarantee that both students and faculty members are adequately informed regarding the code of conduct and institutional policies, thereby fostering a culture of compliance and ethical behavior within the campus community.</p>

**Documentary Evidence** - Refer Annexure I

**Observation:**

- Policies are published on the website for public reference

**Recommendations:**

- The Inclusion Policy can be finalized and could be subsequently submitted to the statutory bodies for approval.



## II. Learning Outcomes

Sr. No.	Item Questions	Responses
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 Program Outcomes and Course outcomes are published on the website, while the academic handbook outlines course wise course outcomes. Workshops have been conducted for both faculty and students regarding the Program and Course Outcomes. Faculty members participated in an online session on Program Outcomes and Learning Outcomes, subsequently sharing this knowledge with students and other stakeholders. At different platforms the parents, alumni, have been acquitted with 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?	Yes. The College comprises of seven teaching staff members along with the principal overseeing the B.Ed. Program. Consequently, the program outcomes were deliberated upon and finalized collectively by all college members. The course outcomes were established within a smaller group of course coordinators before being officially published. A series of planning and review meetings exemplify the collaborative and cooperative efforts involved in the development of curricular reforms.
3	Are students/employers/alumni consulted for defining Program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes. The formulation of the Learning Outcomes involved consultations with school principals, alumni, and field experts. The statutory and non-statutory bodies were consulted also during framing of the Course Outcomes and Program Outcomes.

Sr. No.	Item Questions	Responses
4	Are Program Outcomes, Program Specific Outcomes and Course Outcomes reviewed periodically for improvement?	Yes. The program and course outcomes are evaluated through self-reflection, student feedback, and considering the relevant time and context.

### Documentary Evidences

Refer Annexure II

#### Observation:

- Program Outcomes and Course Outcomes is calculated for the different courses
- PO-CO is also displayed on the website and all the teachers are being trained for the same

#### Recommendations:

- The Alignment of PO and CO has to be worked upon
- Every teacher should be able to work on the matrix of POCO

### III. Curriculum and Co-Curriculum

Sr. No.	Item Questions	Responses
1	Are your curriculum and curriculum designed to achieve the defined Program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes. In the autonomy year 2023-24, comprehensive planning meetings were conducted to review and revise the current curriculum. The curriculum has been reformed and adjusted in alignment with the program outcomes, which encompasses the vision, mission, and objectives of the Institute.
2	How are individual teacher's preferences or decisions reflected in curriculum enrichment?	The course facilitators had complete freedom in the enrichment of the course. The courses were enhanced to align with the contemporary trends in education and learning methodologies. The course facilitators meet constantly, discussing and deciding on the curriculum transaction, assignments, and assessment. Experts from different fields were also invited to provide suggestions while the courses were being revised.
3	Do out-of-classroom activities (co-curricular activities) complement the curriculum to achieve the desired Program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes. Project-based courses are organized on a semester basis throughout the four semesters. The curriculum is designed to align with program-specific outcomes and course outcomes, integrating co-curricular activities such as role play, drama, and art to enhance the educational experience and achieve the intended Program Outcomes, Program Specific Outcomes, and Course Outcomes. In addition to the academic components of these courses, various extracurricular activities are implemented, including Community Work, Outreach programs, co-curricular presentations, internships, theme-based assemblies, multicultural assemblies and presentations, and programs centered on the National Education Policy and Entrepreneurship skills. Furthermore, activities

Sr. No.	Item Questions	Responses
		such as club field visits, action research projects, drama and art sessions, and student council initiatives are also part of the curriculum that helps to achieve the desired Program outcomes, Course Outcomes.
4	Do you educate the students regarding the reasoning behind the integration of curriculum and co-curriculum, to achieve the specified learning outcomes?	<p>Yes. In most courses the course instructor provides students with a comprehensive understanding of the objectives and significance of the rationale in aligning the academic curriculum with co-curricular activities throughout the curriculum delivery process. Prior to and during various project-based courses, students receive a thorough orientation to ensure the attainment of the designated learning outcomes. Regular monthly mentoring meetings also contribute to educating students about the integration of the curriculum and co-curriculum to achieve the specified learning outcomes.</p> <p>The students are oriented to learn about the objectives and importance of the rationale in aligning the academic course with the co-curricular task by the respective course teacher during curriculum transaction. Students are oriented in detail before and during the different project-based courses to achieve the specified learning outcomes.</p>

### Documentary Evidence - Refer Annexure III

#### Observations:

- Students are oriented towards the changes in the curricular and co-curricular activities by the staff
- There is enough input taken within and from external sources regarding revision in the curriculum

#### Recommendations:

- Course revision should lead to in-depth knowledge as well the latest trends in Educational Context

#### IV. Teaching-Learning Process

Sr. No.	Item Questions	Responses
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?	<p>Yes. The Institute consistently emphasizes the implementation of techniques centered on student-teacher dynamics. The instructional methods employed are distinctive, incorporate technology, and are oriented toward achieving specific outcomes. The following techniques are adopted by teachers to help students attain content mastery.</p> <p><b>Classroom Teaching Methods</b></p> <ol style="list-style-type: none"> <li>1. Activity-Based Learning</li> <li>2. Classroom Task</li> <li>3. Problem Solving Approach</li> <li>4. Scenario Based Learning</li> <li>5. Student Seminar</li> <li>6. Self-Regulated Learning</li> <li>7. Art Integration</li> <li>8. Providing Reference</li> <li>9. Poster Presentation</li> <li>10. Flexible teaching pattern</li> <li>11. Use of Advanced Organizers</li> <li>12. Field Trip</li> <li>13. N-List Resources</li> <li>14. Training for Using Technology</li> <li>15. Online Tools</li> <li>16. Use of Image</li> <li>17. N-List</li> <li>18. Online references</li> <li>19. Use of Open Educational Resources</li> <li>20. Video / Educational Movie</li> <li>21. Use of Learning Management System</li> <li>22. Discussion Forum</li> <li>23. Assessment</li> <li>24. Inclusivity and Diversity</li> <li>25. Curriculum Enrichment Activities</li> <li>26. Teaching with research-based papers</li> <li>27. Connecting Classroom teaching with actual experience at internship</li> <li>28. Blended Learning Approach</li> </ol>

Sr. No.	Item Questions	Responses
2	Do you regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials?	<p>Yes. The institute conducts regular assessments to determine the effectiveness of its teaching methods through various approaches. The evaluation is conducted with the objective of promoting improvement.</p> <p>The institute regularly evaluates the effectiveness of teaching methods in various ways.</p> <ol style="list-style-type: none"> <li>1. Course Feedback from students</li> <li>2. PO-CO measurement</li> <li>3. Performance of the students in the class test and internal evaluation.</li> <li>4. Discussion in the monthly staff meeting</li> <li>5. Discussion about the quality criteria of teaching and learning in various meeting.</li> <li>6. Mentoring program</li> <li>7. Exit Slip</li> </ol> <p>IQAC, CDC, Board of Studies and Academic Council Meetings.</p>
3	Do you enrich the curricular transaction on a regular basis and teaching methods are modified accordingly to improve student learning?	<p>Yes. At regular intervals, the institution evaluated the student's overall performance. Regarding the internship practice, the coordinators analyzed 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.</p> <p>The curricular transactions are enriched on a regular basis. The teaching methods are modified to improve student learning. The teaching methods range from traditional lecture methods to discussion, technology integrated teaching, case study analysis , situational analysis, self-regulated</p>

Sr. No.	Item Questions	Responses
		learning, blended learning.
4	Do you regularly engage in Professional development that enhances your teaching?	<p>Yes. The Institute promotes and facilitates the professional development of educators. Participation in professional development initiatives fosters the adoption of innovative teaching strategies among educators. These programs contribute to the improvement of educators' skills, knowledge, and expertise. Educators strive to incorporate multicultural, multidisciplinary, inclusive approaches, and reflective practices in their instructional practices, thereby benefiting the diverse student population in their classrooms.</p> <p>Following are some of the professional development opportunities organized for teachers in the academic year 2023-24.</p> <ol style="list-style-type: none"> <li>1. Regular faculty development sessions</li> <li>2. Support to undertake Research Projects</li> <li>3. Library facilities</li> <li>4. Inter-Library loan facilities</li> <li>5. N List resource accessibility</li> <li>6. National Academic Depository</li> <li>7. Participate in Seminars, Conferences, Webinars</li> <li>8. Participate in Faculty Development Programs</li> <li>9. Seed Money</li> <li>10. Organize Seminars, Workshops, Conferences, Talks, Webinars.</li> <li>11. Invite as Guest Lectures and resource Persons.</li> <li>12. Research sponsorship</li> </ol>

Sr. No.	Item Questions	Responses
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?	<p>Yes. The Institution aims to provide an engaging environment to students that fosters collaboration, knowledge sharing and active engagement. In order to promote a scholarly environment in the institution, the institute adopted various strategies like</p> <ol style="list-style-type: none"> <li>1. E- resource in the Library</li> <li>2. Accessibility to N List and other e- journals</li> <li>3. Self-regulated learning strategies</li> <li>4. Upgraded technology facility</li> <li>5. Expert talk on various topics</li> <li>6. Create a collaborative environment in the classroom teaching process</li> <li>7. Expert talk on various topics</li> <li>8. Opportunity to upgrade themselves with MOOC and Swayam Course</li> <li>9. Provide value-added course like – Computers nEducation, English Essentials, and Research Enrichment</li> <li>10. Provide Certificate Courses</li> </ol>
6	Are your roles and responsibilities regularly assessed and appropriately distributed to support student institution?	<p>Yes. Roles and responsibilities of the teaching faculty are distributed to cater to maximum individual attention to the students. Responsibility of teachers are designated based on the followingways</p> <ol style="list-style-type: none"> <li>1. Portfolio wise distribution</li> <li>2. Course wise distribution</li> <li>3. School internship group</li> <li>4. Pedagogy Club</li> <li>5. Community work center</li> <li>6. Lesson coaching group</li> </ol>



Sr. No.	Item Questions	Responses
		7. CCA and Action research group 8. Mentoring group  Thus, the teaching faculty can focus on a small group of students.
7	Do you have a mentoring system to adequately orient and advise within the	The institution implemented a systematic mentoring framework. Students were organized into groups and assigned a mentor from the faculty. Mentoring sessions occur monthly, focusing on relevant agenda items. During the mentoring meetings, the agenda is reviewed, and students' perspectives are gathered. Guidance is provided to students regarding examinations, internships, and campus placements. Students are encouraged to express their concerns to their mentors, who also offer ongoing support to student teachers.

**Documentary Evidence - Refer Annexure IV**

**Observation:**

The teaching -learning process is very enhanced, and lot of work being done in the area.

**Recommendations:**

The documentary evidence needs to be maintained and if possible, publish them on the website.

## V. Student Learning Assessment

Sr. No.	Item Questions	Responses
1	Are the students' University results improving over the last 5 years?	Yes. A comprehensive analysis of the academic results over the past five years highlights a significant and consistent improvement in students' performance, both in terms of grades and overall marks.
2	Is Internal Assessment (college exams) Comparable with External Assessment (University Exams)?	Yes. The Internal Assessment (college exams) was designed to align closely with the format and structure of the university examinations. The question papers followed the same pattern as those of the university, and the exams were conducted in accordance with the university's established procedures. As a result, the assessment process is directly comparable to that of the university examinations
3	Do you assess students internally in any way other than that prescribed at the University level?	Yes. Students were provided with Open Book Assignments and in-class tasks designed to help them achieve the intended learning outcomes.
4	Do you review examination results and take corrective measures to implement your teaching-learning practices?	Yes. At the end of each semester, the results and internal assessment marks were thoroughly analyzed, and a list of students requiring remedial teaching was identified. A diagnostic assessment was conducted for these students, enabling teachers to tailor their instructional strategies to address specific learning needs effectively.
5	Do you feel that the present assessment procedures need to be reviewed for improvement?	Yes. Reviewing the current assessment system is essential to incorporate updated techniques and align with the evolving learning outcomes over the years.

## **Documentary Evidence - Refer Annexure V**

### **Observation:**

- The evidence shows that there could be better remedial teaching organized.
- The internal assessment does give students a good opportunity to score well but very few points allotted sometimes leads to lower level of outcomes testing.

### **Recommendation:**

1. Internal assessment could be relooked upon and there could be testing of higher order type where the lower order testing is incorporated.
2. A proper schedule for remedial could be prepared for the weaker students.

## VI. Research

Sr. No.	Item Questions	Responses
1	Do you support a research environment in the department?	<p>Yes. The Institute actively fosters a research-oriented culture among both faculty and students. Faculty members stay abreast of the latest advancements in their fields through various research activities, doctoral studies, paper presentations, and participation in seminars and workshops. In the previous academic year, several initiatives were undertaken to promote and strengthen this research culture, including the following:</p> <p><b>Research Projects completed by the students:</b> The Institute is dedicated to cultivating a strong research culture among faculty and students. Faculty members enhance their expertise by engaging in research activities, pursuing doctoral studies, presenting papers, and participating in seminars and workshops. During the last academic year, numerous initiatives were implemented to further encourage and support research culture, including the following:</p> <p><b>Faculty Development Programmes</b>            Faculties participating in Faculty Development Programs are encouraged to meet and discuss their own research projects, book reviews, and other educational topics. Faculty development programs are conducted monthly.</p> <p><b>Ph.D. Centre</b>            Currently a total of 12 Ph.D. scholars are</p>

Sr. No.	Item Questions	Responses
		<p>doing their Ph.D. degree under the guidance of -</p> <ul style="list-style-type: none"> <li>✓ Dr. Geeta Shetty</li> <li>✓ Dr. Vini Sebastian</li> <li>✓ Dr. Bijoy Thomas</li> </ul> <p><b>Ph.D. Degree received</b></p> <p>Two teaching Faculties were awarded Ph.D. under Mumbai University in the year 2023-24 namely</p> <ul style="list-style-type: none"> <li>• Dr. Kalpana Chavan</li> <li>• Dr. Priti Sivaramakrishnan</li> </ul> <p><b>SXIE Research journal</b></p> <p>The Institute publishes its own ISSN e-Journal, a research-focused publication that encourages faculty members to contribute articles. The details of the third issue of the journal (2<sup>nd</sup> publication) of 2023-24 are as follows:</p> <p><b>Xavierian Journal of Educational Practice – A Peer-Reviewed Interdisciplinary Journal.</b></p> <p><b>Research and Development Cell</b></p> <p>The Research Cell conducts activities aimed at enhancing research skills among student teachers. These research enrichment sessions are designed to support students in pursuing higher education and improving their employability prospects.</p>

<b>Sr. No.</b>	<b>Item Questions</b>	<b>Responses</b>
2	Are your research efforts socially relevant?	Yes. The Institute encourages research topics that align with current educational trends and address socially relevant issues. The research projects undertaken by faculty and students focus on pressing contemporary needs. The Institutional Research themes include areas such as academic challenges and solutions for school students, environmental issues, the integration of ICT in education, and innovative pedagogical practices employed in schools.
3	Have your research efforts contributed to emerging trends in research?	Yes. The institution undertakes studies on emerging trends in education, with recent research initiatives focusing on technological advancements, massive open online courses (MOOCs), and innovative pedagogical approaches. The findings provide valuable insights into contemporary developments in school curricula and teaching methodologies.
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 maximizes its available resources to support faculty and students in conducting research effectively. Faculty members and students benefit from comprehensive infrastructural facilities aimed at promoting academic and research excellence. The library offers an extensive collection, including Ph.D. theses, dissertations, research encyclopaedias, periodicals, and research projects, to aid in their scholarly endeavours.  Additionally, the institution provides access to online research resources such as e-journals, open learning materials, the N-List database,

<b>Sr. No.</b>	<b>Item Questions</b>	<b>Responses</b>
		<p>and research review collections. Detailed updates on these resources are regularly shared by the librarian via the LMS on a weekly basis. The library's LAN system further facilitates access to its contents, and free wireless internet is available to faculty and students in the computer lab and staff room. For added convenience, low-cost printing services are also provided.</p> <p>To enhance research capabilities, the institution actively encourages faculty participation in workshops and training programs related to research, organized at both departmental and university levels. These initiatives reflect the institution's commitment to fostering a robust research culture.</p>
5	Does the college/department conduct programs for informing teachers and students regarding the opportunities of external funding for research?	Yes. The college ensures that all notices or circulars received from funding agencies such as the UGC, University, or other local or national bodies are promptly disseminated. These communications are either displayed on notice and bulletin boards or shared via email with faculty members and students, as appropriate.
6	Does the college/department conduct programs on research proposal writing and project management for teachers and students?	Yes, St. Xavier's Institute of Education (A) actively encourages both students and faculty to engage in action research and to present and publish papers on various aspects of teaching and learning. Undergraduate students undertaking research projects received comprehensive guidance through an Action

Sr. No.	Item Questions	Responses
		<p>Research Enrichment Program. This program provided in-depth instruction on writing research proposals, preparing research reports, and analyzing data. Adequate time was allocated in the timetable to ensure students could complete and submit their projects successfully. Faculty members were also offered support, as needed, in the preparation of research projects and proposals, further promoting a culture of academic inquiry and research excellence.</p>
7	<p>Does the faculty in the department/college have sufficient competitive expertise to obtain a significant amount of external research funding?</p>	<p>Yes. The faculty actively applies for research grants and successfully secures funding from various agencies.</p> <p><b>Research projects under faculty:</b>  Four faculty members were selected for Action Research Project under Maharashtra State Faculty Development Association (MSFDA) namely -</p> <ul style="list-style-type: none"> <li>• Dr. Bijoy Thomas</li> <li>• Dr. Kalpana Chavan</li> <li>• Dr. Priti Sivaramakrishnan</li> <li>• Prof. Dr. Shadab Paloji</li> </ul>
8	<p>Does the Funding for research from external sources contribute to a measurable level towards the departmental budget?</p>	<p>No. External funding for research projects contributes only marginally to the departmental budget.</p>

**Documentary Evidence - Refer Annexure VI**

**Observation:**

- Faculty and students are very well engaged in the research work of different types

**Recommendation:**

- To encourage the faculty and students to for qualitative research work there could be some seed money provided in rotation and a quality check could be maintained.
-



## VII. Support for Quality Education & Progression

Sr. No.	Item Questions	Responses
1	Do you evaluate supporting ancillary functions and facilities in terms of how well they support program outcomes and needs to sustain a continuous quality improvement agenda?	<p>Yes. The following ancillary functions were implemented to support the achievement of program outcomes:</p> <p>SXIE offers extensive support to students through various mechanisms designed to ensure their success. These support systems play a vital role in aiding students' academic, personal, and professional growth. At SXIE, student support includes financial assistance, access to learning resources, emotional development initiatives, and programs aimed at helping students overcome academic, personal, and professional challenges throughout their educational journey. The following activities were conducted as part of the Student Support Mechanisms during the academic year 2023-24.</p> <p><b>Learner Profile</b> A learner profile comprises information gathered and maintained about individual students within an educational context. This data encompasses details that assist educators and institutions in identifying and addressing each student's unique learning needs, preferences, strengths, and areas requiring improvement. During the admission process, students are required to complete a learner profile form, which collects both personal and academic information.</p> <p><b>Mentoring</b> Mentoring in teacher education colleges is vital for shaping the growth and development of future</p>

Sr. No.	Item Questions	Responses
		<p>educators. It is a structured program where experienced educators, serving as mentors, offer guidance, support, and professional expertise to pre-service teachers, commonly referred to as mentees or teacher candidates.</p> <p><b>Student Council Activities</b> The Student Council was formed through a democratic election process, enabling students to actively participate in choosing their representatives. This approach promotes civic engagement and nurtures leadership skills within the student community.</p> <p><b>Student Supportive Programs</b> Higher education is currently undergoing significant reforms, presenting students with numerous challenges as they navigate this rapidly evolving landscape. In such circumstances, both formal and informal support systems are essential to fostering a spirit of engagement and sustaining students' motivation throughout their learning journey.</p> <p><b>Student Support Committees</b></p> <ul style="list-style-type: none"> <li>• Health cell</li> <li>• Counselling Grievance Cell</li> <li>• Gender Cell</li> <li>• Internal Complaints Committee</li> <li>• Parent INTERACT</li> <li>• Competitive Examination preparation</li> <li>• Scholarship</li> <li>• Annual College Fest – PRAYAS</li> <li>• Induction Program</li> <li>• Student Involvement in different Committees</li> <li>• Student led programs</li> </ul>

Sr. No.	Item Questions	Responses
		<p><b>Technology facilities</b></p> <p>A variety of routine tasks are efficiently managed with the support of technology. Students were consistently kept informed, and faculty members leveraged the Learning Management System (LMS) and other technological tools in innovative ways. Students were encouraged to integrate technology into various aspects of their academic journey, including lesson planning, research, co-curricular activities, and delivering lectures, seminars, and presentations.</p> <p>To support these efforts, resources such as library and lab computers, Wi-Fi, the N-List database, and open educational materials were readily available. The digitization of the library further motivated faculty and students to utilize ICT for accessing teaching and learning materials.</p> <p>Additionally, platforms like the LMS and the college website were utilized to provide updates and share information. Technology also served as a vital communication tool, facilitating networking with universities, other educational institutions, and schools.</p> <p><b>Sports and Gym equipment</b></p> <p>The institution features a multifunctional lounge equipped with a mini-gym and necessary amenities to host club events and facilitate indoor games. A wide range of sports equipment was made available for both indoor and outdoor activities, ensuring productive use of free time. The mini gym, along with sports equipment and</p>

Sr. No.	Item Questions	Responses
		musical instruments, encouraged active engagement during leisure periods. Indoor facilities included games like chess, carrom, scrabble, table tennis, and in-house relays, complementing the outdoor sports opportunities provided by the institution.
2	How does your budget promote or restrict your ability to implement quality improvement/enhancement initiatives?	The budget allocated by financial bodies is always limited, which poses challenges in implementing quality initiatives in the field of research. Despite these constraints, faculty members took the personal initiatives to carry out research projects. However, funding from RUSA provided crucial support, enabling the institution to meet technological needs and improve infrastructure, thereby facilitating the execution of quality initiatives.
3	Do you engage your students, alumni and other stakeholders to support a high quality, sustainable academic program?	<p>Student teachers are encouraged to support quality education. Different programmes organized with the support of students is -</p> <p><b>Student council</b></p> <p>All the student council activities are organized with students' support.</p> <p><b>Other Club/ Cell activities</b></p> <p>Various activities are organized and executed by student-led bodies such as the Health Cell, Gender Cell, and Environment Cell etc. While faculty members provide guidance and facilitation, the initiatives are primarily driven and implemented by the students themselves.</p> <p><b>Meet with Alumni and Parents</b></p> <p>Feedback from stakeholders, including parents and alumni, played a crucial role in upholding quality</p>

Sr. No.	Item Questions	Responses
		<p>standards. Their input helped identify and address any barriers to quality, ensuring the institution's best practices were consistently maintained and effectively managed.</p> <p>The <b>PTA meetings</b> are held twice a year, including an induction session to familiarize parents with the institution's functioning, rules, and regulations. Parents are also encouraged to actively participate as stakeholders in fostering entrepreneurial skills and competencies among students.</p> <p>Similarly, <b>Alumni meets</b> are organized biannually, featuring informal gatherings and discussions on academic quality and related topics. Additionally, workshops and talks are conducted by alumni, for alumni, promoting continuous learning and engagement within the alumni community.</p> <p><b>Feedback</b></p> <p>Feedback from various stakeholders led to the transformation of the self-assessment rating scale into an environmentally friendly, online format. The analysis of learner profiles was effectively utilized to inform and enhance various initiatives, such as mentoring, addressing students' challenges, modifying the curriculum, and providing constructive feedback to improve understanding. Additionally, workshops and extension activities were organized to support these efforts and promote holistic development.</p> <p><b>Waste management</b> initiatives, conducted in collaboration with NGOs, educated student-teachers about various strategies for waste reduction, reuse, and recycling. Additionally, the</p>

Sr. No.	Item Questions	Responses
		<p>MLPs collected by the students on quarterly basis is given to the Safai Bank of India.</p> <p>Beyond these efforts, students were also involved as members of the Internal Quality Assurance Cell (IQAC) and the College Development Committee, contributing to institutional growth and quality enhancement.</p>
4	Do you make special efforts to ensure placement of your graduating students into industry/research/other jobs?	<p>Yes. To support placement, Pre-Campus Placement Sessions and Campus Placement Programs were organized. The Pre-Campus activities aimed to prepare students for professional requirements, including training for interviews, practical demonstrations, and interactions with school leaders to gain insights into industry expectations.</p> <p>During the Campus Placement phase, schools from Mumbai, other regions in India, and internationally renowned institutions were invited to conduct job interviews and recruit students, ensuring a wide range of opportunities for prospective educators.</p>

**Documentary Evidence - Refer Annexure VII**

**Observation -**

- Lot of student support can be seen given by the institution

**Recommendation –**

- Students also need to be trained to support each other and maintain a healthy competition

### VIII. The Academic Audit Process

Sr. No.	Item Questions	Responses
1	Was the Academic Audit process faculty driven?	Yes. The internal academic audit committee acted as a quality review mechanism for the institution's various academic programs. The audit process was discussed during college staff meetings and through online consultations with experts from the external academic audit committee. These deliberations significantly enhanced the accuracy and comprehensiveness of the audit report. The audit format was shared with both faculty members and external committee members to ensure transparency and alignment in the evaluation process.
2	The Academic Audit process clearly investigated all quantitative and qualitative data for the department's quality processes?	Yes, The academic audit is a thorough and detailed study that collects and analyses information using key indicators in both quantitative and qualitative formats. A critical component of this process is meticulous documentation, which includes comprehensive reports, geo-tagged photographs, and the compilation of quantitative data to provide a well-rounded evaluation.
3	Were all relevant stakeholders involved in the Academic Audit process?	Yes, Various stakeholders, including internship school principals, in-house faculty, support staff, students, alumni, educational experts, and parents, actively participated in the academic audit process. Their involvement was facilitated through feedback and constructive input, which provided valuable insights for assessing and enhancing the institution's practices. This collaborative approach ensured a comprehensive evaluation and alignment with the expectations of all stakeholders.

4	The Department/College could identify its SWOC profile during preparation for the Academic Audit?	Yes, Student feedback on course delivery, SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis, and various college activities was systematically collected and analyzed. The insights gained from this feedback were used to inform and implement curricular reforms, ensuring continuous improvement and alignment with students' needs and expectations.
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**Documentary Evidence - Refer Annexure VIII**

**Observations -**

There is consistency maintained for conducting academic audit annually

**Recommendation -**

**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

**The outcomes of Quality initiatives and other activities conducted in 2023-24**



## PART B

### ACADEMIC AUDIT EVALUATION

Sr. No.	Name & Institutional Address	Academic Audit Members
1.	Dr. Andrea Coutinho Principal, St. Xavier's Institute of Education (Autonomous), Mumbai	Principal
2.	Prof. Dr. Karuna Gokarn Vice-Principal (Academics), NEP Nodal Officer, Department of Microbiology, IQAC Director, St. Xavier's College (Empowered Autonomous Institute) Mumbai, Maharashtra 400 001.	Academic Audit - External Member
3.	Prof. Dr. Mandeep Kochar, Vice-Principal of Bombay Teachers' Training College (University Affairs), Constituent College of HSNL University, Mumbai. Maharashtra. Apollo Bunder, Colaba, Mumbai, Maharashtra 400001	Academic Audit - External Member
4.	Prof. Dr. Shadab Paloji Professor, IQAC Coordinator St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator
5.	Dr. Priti Sivaramakrishnan Assistant Professor St. Xavier's Institute of Education (Autonomous), Mumbai	Associate Academic Audit Coordinator

### Evaluation Rubric

These questions are essential for the Audit Team to fill in when they assess the document during the site visit.

1.	Policies	N/A	No Evidence	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.					✓

<b>2.</b>	<b>Learning Outcomes</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
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 considering best practices, stakeholder feedback and appropriate benchmarks in the field.				✓	
<b>3.</b>	<b>Curriculum and Co-curriculum</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
3.1	The faculty collaborates/ contributes regularly and effectively on the design of curriculum and planned improvements. Regular reviews of the curriculum based on best practices are taken.					✓

3.2	The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.					✓
3.3	The co-curriculum is best aligned to the curriculum to inculcate additional skill sets in the student directed towards employability and/or research.					✓
3.4	Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum.					✓
<b>4.</b>	<b>Teaching and Learning Process</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
4.1	Teachers and regularly involved and effectively design, develop and deliver using teaching methods that improve student learning throughout the program.					✓
4.2	Teachers promote the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives.					✓
4.3	Teachers regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials.					✓
4.4	Examination/ Evaluation results are reviewed on a regular basis and teaching					✓

	methods are modified accordingly to improve student learning.					
4.5	Teachers regularly engage in professional development that enhances their teaching, scholarship and practice.					✓
4.6	The program monitors student performance in its courses and uses that data to inform improvements in the program and to optimize student success.					✓
4.7	Teachers and students actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution.					✓
4.8	Faculty roles and responsibilities are regularly assessed and appropriately distributed across the department to support student success.				✓	
4.9	All programs ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community.					✓
<b>5.</b>	<b>Student Learning Assessment</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
5.1	Appropriate indicators of student learning success have been established for the program.					✓

5.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.					✓
5.3	The program regularly conducts quality improvement measures (remedial courses, ad-on- courses, value addition course) based upon the students' assessment results (internal and External).					✓
5.4	The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.					✓
5.5	The program regularly provides students with opportunities to participate in co-curricular activities and /or seminars specific to the discipline outside of the classroom.					✓
5.6	Data on current students and follow-up data on graduating students, including placement data, are regular and systematically collected and utilized for program improvement.					✓
5.7	The data assessment of graduating students shows a positive reflection of the methods of teaching-learning implemented				✓	

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

<b>7.</b>	<b>Support for Quality Education &amp; Progress</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
7.1	The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources.					✓
7.2	The program's operating budget is consistent with the needs of the program.				✓	
7.3	The program has a history of enrolment and graduation rates sufficient to sustain high quality and cost-effectiveness.					✓
7.4	The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.				✓	
<b>8.</b>	<b>Academic Audit Process</b>	<b>N/A</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
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.					
<b>9.</b>	<b>Follow-up of Previous Audit (NAAC)</b>	<b>N/A</b>	<b>No Evident</b>	<b>Emerging</b>	<b>Established</b>	<b>Highly Developed</b>
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.				✓	

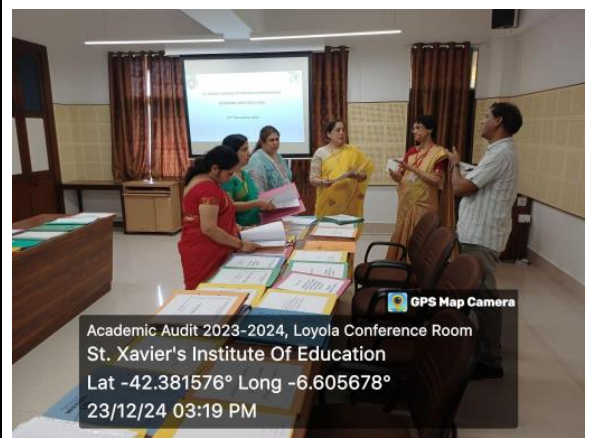
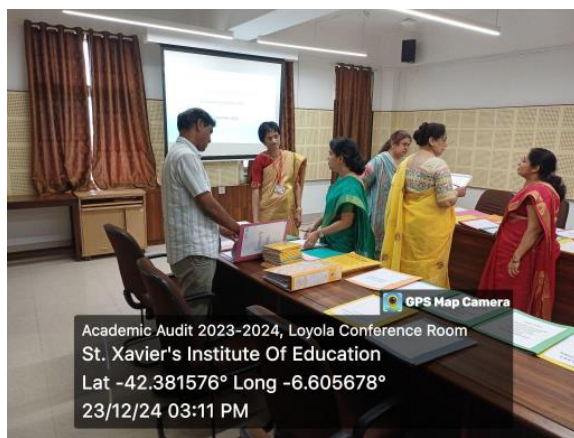
**Comments 1 –**

**Well-defined policies, structured feedback mechanisms, adherence to regulations, and meticulous documentation, ensure transparency and efficiency in all teaching-learning and administrative processes.**

**Comment 2 –**

**The education program is praiseworthy for its commitment to continuous improvement, demonstrated through the implementation and tracking of faculty-initiated plans and the thoughtful consideration of recommendations from the Academic Audit Team.**

# GEO-TAGGED IMAGES of the ACADEMIC AUDIT VISIT on Monday 23rd December 2024



## RECOMMENDATIONS

Total Number of Recommendations

08

### **Recommendation #1 –**

- Indirect (20%) assessment is highly recommended through feedback for calculation of attainment

### **Recommendation #2 –**

- Examination reforms through OSM and feedback from the Moderator about the question paper. You could design the questionnaire.

### **Recommendation #3 –**

- Examination Policies of the institution must be re-visited for Inclusive education and assessment criterion for children with special needs.

### **Recommendation #4 –**

- The IC file for documentation must be separated from the Gender cell file.

### **Recommendation #5 –**

- The Seed Money documents also must be separate in file.

### **Recommendation #6 –**

- Any educational research completed should be sent to external journals for publication to make it more authentic. NAAC does not consider papers published in-house.


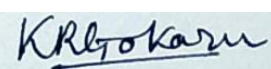



### **Recommendation #7 –**

- Research culture must be encouraged and promoted more at SXIE.

### **Recommendation #8 –**

- Auditors for the AAA to be called from Mumbai University, to avoid bias.

## Name & Signatures of Audit Team

Sr. No.	Name & Institutional Address	Academic Audit	Signature
1.	Dr. Andrea Coutinho Principal, St. Xavier's Institute of Education (Autonomous), Mumbai	Principal	
2.	Prof. Dr. Karuna Gokarn Vice-Principal (Academics), NEP Nodal Officer, Department of Microbiology, IQAC Director, St. Xavier's College (Empowered Autonomous Institute) Mumbai, Maharashtra 400 001.	Academic Audit - External Member	
3.	Prof. Dr. Mandeep Kochar, Vice-Principal of Bombay Teachers' Training College (University Affairs), Constituent College of HSNC University, Mumbai. Maharashtra. Apollo Bunder, Colaba, Mumbai, Maharashtra 400001	Academic Audit - External Member	
4.	Prof. Dr. Shadab Paloji Professor, IQAC Coordinator St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator	
5.	Dr. Priti Sivaramakrishnan Assistant Professor St. Xavier's Institute of Education (Autonomous), Mumbai	Academic Audit Coordinator	



### Name & Signatures of Principal:

Dr. Andrea Coutinho  
Principal  
St. Xavier's Institute of Education (Autonomous)



**ANNEXURES**  
**ACADEMIC YEAR 2023-2024**

Sr. No.	Items	Evidence
<b>ANNEXURE I</b>	<b>POLICIES</b>	
1.	<b>Policies of the College</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.sxie.info/2023/SXIE_Academic_Handbook_2023_24_Print.pdf">https://www.sxie.info/2023/SXIE_Academic_Handbook_2023_24_Print.pdf</a> (Pg 4 – 55)</li> <li>• <a href="#">The Ecology Policy</a></li> <li>• <a href="#">Water Management Policy</a></li> <li>• <a href="#">The Infrastructural Policy</a></li> <li>• <a href="#">Research Ethics Policy</a></li> <li>• <a href="#">Placement Policy</a></li> <li>• <a href="#">Guidelines for students' health</a></li> <li>• <a href="#">NAAC Academic Audit Policy</a></li> </ul>
2.	<b>Admission procedure of B.Ed. and Ph.D.</b>	<ul style="list-style-type: none"> <li>• <a href="#">B.Ed. ARA Approval 2023 - 2024 (NEW)</a></li> <li>• <a href="#">B.Ed. Admission Institutional Round Admitted Candidates List</a></li> <li>• <a href="#">B.Ed. Institutional Merit List</a></li> <li>• <a href="#">B.Ed. Vacancy Report for ACAP Round</a></li> <li>• <a href="#">B.Ed. Admission Notice No. 4 CAP Round IV</a></li> <li>• <a href="#">B.Ed. Round 3 Admitted List</a></li> <li>• <a href="#">B.Ed. Admission Notice No. 3 CAP Round III</a></li> <li>• <a href="#">B.Ed. Admission CAP Vacancy Report</a></li> <li>• <a href="#">B.Ed. Round 2 Admitted List</a></li> <li>• <a href="#">B.Ed. Admission Vacancy List</a></li> <li>• <a href="#">B.Ed. Admission Notice - 2</a></li> <li>• <a href="#">B.Ed. Admission Notice No. 1 Round I &amp; II B.Ed.</a></li> <li>• <a href="#">B.Ed. Round 1 Admitted List</a></li> <li>• <a href="#">B.Ed. Admission Round 1</a></li> <li>• <a href="#">B.Ed. Revised Admission date</a></li> <li>• <a href="#">Admission Notice Extension to CAP Registration for B.Ed.</a></li> <li>• <a href="#">PUBLIC NOTICE</a></li> <li>• <a href="#">Tentative B.Ed. CAP Schedule 2023-24</a></li> </ul> <p><b>About PH.D.</b> <a href="https://sites.google.com/sxie.info/sxie/sxie-academics/courses/ph-d-ogram#h.ml64lwzfmabbq">https://sites.google.com/sxie.info/sxie/sxie-academics/courses/ph-d-ogram#h.ml64lwzfmabbq</a></p>
3.	<b>Examination</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.sxie.info/2022/Arrangement%20of%20Semesters.pdf">https://www.sxie.info/2022/Arrangement%20of%20Semesters.pdf</a></li> <li>• <a href="#">Notice for Declaration of Semester II Result</a></li> <li>• <a href="#">RPT Examination Result Register</a></li> <li>• <a href="#">FY B. Ed. Semester II Term End Examination Time Table</a></li> <li>• <a href="#">NOTICE of SY B.Ed. Semester IV Batch 2022-2024 Results</a></li> <li>• <a href="#">S.Y.B.ED. Batch 2022-24 Semester IV Consolidated Results</a></li> <li>• <a href="#">S Y B.Ed. Sem IV Semester End Examination June 2024 Time Table</a></li> <li>• <a href="#">SXIE F.Y B.Ed. Sem I (Batch 2023-2025) Result : Notice</a></li> <li>• <a href="#">SXIE S.Y.B.Ed. Sem-III (Batch 2022-2024) Results</a></li> <li>• <a href="#">Semester III 2023-2024 Term End Examination Time Table</a></li> <li>• <a href="#">Semester I 2023-2024 Term End Examination Time Table</a></li> <li>• <a href="#">Semester III Course-wise Distribution of Units for Internal Assessment</a></li> <li>• <a href="#">Semester III Schedule of the Internal Assessment</a></li> <li>• <a href="#">SEMESTER I Internal Assessment- Schedule</a></li> <li>• <a href="#">SEMESTER I Internal Assessment- Distribution of Units</a></li> <li>• <a href="#">B.Ed. Academic Batch 2023-2025 Arrangement of Semesters 2023-25</a></li> <li>• <a href="#">B.Ed. Semester II 2023-2024 Dates for Internal Assessment</a></li> <li>• <a href="#">B.Ed. SEMESTER II Internal Assessment- Distribution of Units</a></li> </ul>
4.	<b>Code of Conduct</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.sxie.info/2023/SXIE%20CODE%20OF%20CONDUCT%2023-24.pdf">https://www.sxie.info/2023/SXIE%20CODE%20OF%20CONDUCT%2023-24.pdf</a></li> </ul>
<b>ANNEXURE II</b>	<b>LEARNING OUTCOMES Program Outcome &amp; Course Outcome</b>	<ul style="list-style-type: none"> <li>• <a href="https://www2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes">https://www2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes</a></li> <li>• <a href="https://www.sxie.info/2023/SXIE_Academic_Handbook_2023_24_Print.pdf">https://www.sxie.info/2023/SXIE_Academic_Handbook_2023_24_Print.pdf</a></li> <li>• <a href="#">Program Outcome Course Outcome Process.pdf</a></li> </ul>
<b>ANNEXURE III</b>	<b>CURRICULUM &amp; CO-CURRICULUM</b>	<p><b>CURRICULAR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Python Coding Workshop Report.pdf</a></li> <li>• <a href="#">CCA Report 2023-2024 Jason Batch.pdf</a></li> <li>• <a href="#">CCA Report 2023-2024.pdf</a></li> <li>• <a href="#">Clinical Psychology Report.pdf</a></li> <li>• <a href="#">Community Work Report. 2023-2024.pdf</a></li> <li>• <a href="#">Community Work Report...pdf</a></li> <li>• <a href="#">Entrepreneurship Skill Based Report.pdf</a></li> </ul>

Sr. No.	Items	Evidence
		<ul style="list-style-type: none"> <li>● <a href="#">Internship Report sem2.pdf</a></li> <li>● <a href="#">Internship report semester 3.pdf</a></li> <li>● <a href="#">Internship School meeting with Principals 2023-2024.pdf</a></li> <li>● <a href="#">SEMESTER 1 - Internship Report</a></li> <li>● <a href="#">Semester 4 internship report.pdf</a></li> <li>● <a href="#">Session on Effective Communication Skills.pdf</a></li> <li>● <a href="#">Session on IKS.pdf</a></li> <li>● <a href="#">Session on Pre-Community Work 2023-2024.pdf</a></li> <li>● <a href="#">Session on Pre-Community Work.pdf</a></li> <li>● <a href="#">Visit to Pratibhashali Varg, Palghar.pdf</a></li> </ul>
	<b>Orientations Program</b>	<p><b>REPORT OF INDUCTION PROGRAM &amp; PARENT INTERACT</b></p> <ul style="list-style-type: none"> <li>● <a href="#">INDUCTIONPROGRAM2023-24.pdf</a></li> <li>● <a href="https://www.sxie.info/2023/INDUCTION%20%26%20PARENT%20INTE">https://www.sxie.info/2023/INDUCTION%20%26%20PARENT%20INTE</a> <a href="#">RACT.pdf</a></li> </ul> <p><b>REPORT OF CO-CURRICULAR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Multicultural Assembly .pdf</a></li> <li>● <a href="#">Voting Awareness Day Report.pdf</a></li> <li>● <a href="#">Xaviers Boy Academy Art Exhibition.pdf</a></li> <li>● <a href="#">MaharashtraDayCelebrationReport.pdf</a></li> <li>● <a href="#">MarathiDiwasCelebration@SXIE-School.pdf</a></li> <li>● <a href="#">Assembly on Zoroastrianism.pdf</a></li> <li>● <a href="#">Kala Ghoda Arts Festival 25 _1.pdf</a></li> <li>● <a href="#">An Interactive Meet with Rev.pdf</a></li> <li>● <a href="#">Assembly on Islam .pdf</a></li> </ul>
	<b>Curriculum Revision</b>	<a href="https://ww2.sxie.info/sxie-academics/sxie-curriculum">https://ww2.sxie.info/sxie-academics/sxie-curriculum</a>
	<b>Classroom Activities</b>	<b>Report of various classroom activities</b>
	<b>Minutes of statutory meetings</b>	<p><b>Minutes of the statutory body meetings</b></p> <ul style="list-style-type: none"> <li><a href="#">Minutes of the Academic Council Meeting.pdf</a></li> <li><a href="#">Minutes of Board of Studies(1).pdf</a></li> <li><a href="#">Minutes of the College Development Cell Meeting.pdf</a></li> <li><a href="#">IQAC MINUTES ATR 2023-24.pdf</a></li> <li><a href="#">Minutes of the Governing Body Meeting.pdf</a></li> <li><a href="#">ANNUALREPORT2023-2024.pdf</a></li> </ul>
<b>ANNEXURE IV</b>	<b>TEACHING-LEARNING PROCESS</b>	<ul style="list-style-type: none"> <li><a href="#">2023-2024 Internship Coaching.pdf</a></li> <li><a href="#">AC- Art In Education 22-24 (2) Annalise.pdf</a></li> <li><a href="#">AC- Art In Education 22-24 Alisha.pdf</a></li> <li><a href="#">ACTION RESEARCH -Sem 4.pdf</a></li> <li><a href="#">Activity Based Teaching Peer assessment cc4 aASSESSMENT FOR Learning.pdf</a></li> <li><a href="#">Assessment for Leaming Group Discussion Method.pdf</a></li> <li><a href="#">Assessment for Leaming.pdf</a></li> <li><a href="#">Case Study method Hency Batch Assessment for Leaming.pdf</a></li> <li><a href="#">CC3 - Classwork 3.pdf</a></li> <li><a href="#">CC3 - Classwork 4.pdf</a></li> <li><a href="#">CC3 - Classwork 5- Multicultural.pdf</a></li> <li><a href="#">CC3 - Classwork 6 SRL.pdf</a></li> <li><a href="#">CC3- Classwork 1.pdf</a></li> <li><a href="#">CC3- Stream.pdf</a></li> <li><a href="#">Digital Education Economics Semester 2.pdf</a></li> <li><a href="#">economics visit .pdf</a></li> <li><a href="#">ENG SEM 2 - CLasstask.pdf</a></li> <li><a href="#">ENG SEM 2 - Content Enrichment.pdf</a></li> <li><a href="#">ENG SEM 2 - Reference unit 3.pdf</a></li> <li><a href="#">ENG SEM 2 - Sample Lesson.pdf</a></li> <li><a href="#">ENG SEM 2- Sample lessons.pdf</a></li> <li><a href="#">ENG SEM 2- SRL work.pdf</a></li> <li><a href="#">ENG SEM 2- STREAM (SRL responses).pdf</a></li> <li><a href="#">Gender School and Society.pdf</a></li> <li><a href="#">Genderschoolsociety -NK.pdf</a></li> <li><a href="#">Geography.png</a></li> <li><a href="#">PEDAGOGY OF TEACHING MATHEMATICS.pdf</a></li> <li><a href="#">Research Review activity Childhood and Growing Up 2023-2024.pdf</a></li> <li><a href="#">Semester 3 Assessment for Learning Digital Education 2023-2024.pdf</a></li> <li><a href="#">Tutorial Childhood and Growin Up 2023-2024.pdf</a></li> <li><a href="#">Tutorial Childhood and Growing Up 2023-2024.pdf</a></li> </ul>
		<b>STAFF ACHIEVEMENT</b>

Sr. No.	Items	Evidence
ANNEXURE V	STUDENT LEARNING ASSESSMENT	<ul style="list-style-type: none"> <li>● <a href="#">VINI SEBASTIAN.jpg</a></li> </ul> <p>EXAMINATION RELATED</p> <ul style="list-style-type: none"> <li>● <a href="#">Notice for Declaration of Semester II Result</a></li> <li>● <a href="#">RPT Examination Result Register</a></li> <li>● <a href="#">FY B. Ed. Semester II Term End Examination Time Table</a></li> <li>● <a href="#">NOTICE of SY B.Ed. Semester IV Batch 2022-2024 Results</a></li> <li>● <a href="#">S. Y. B. ED. Batch 2022-24 Semester IV Consolidated Results</a></li> <li>● <a href="#">S Y B. Ed. Sem IV Semester End Examination June 2024 Time Table</a></li> <li>● <a href="#">SXIE F. Y. B. Ed. Sem I (Batch 2023-2025) Result : Notice</a></li> <li>● <a href="#">SXIE S. Y. B. Ed. Sem-III (Batch 2022-2024) Results</a></li> <li>● <a href="#">Semester III 2023-2024 Term End Examination Time Table</a></li> <li>● <a href="#">Semester I 2023-2024 Term End Examination Time Table</a></li> <li>● <a href="#">Semester III Course-wise Distribution of Units for Internal Assessment</a></li> <li>● <a href="#">Semester III Schedule of the Internal Assessment</a></li> <li>● <a href="#">SEMESTER I Internal Assessment- Schedule</a></li> <li>● <a href="#">SEMESTER I Internal Assessment- Distribution of Units</a></li> <li>● <a href="#">B. Ed. Academic Batch 2023-2025 Arrangement of Semesters 2023-25</a></li> <li>● <a href="#">B. Ed. Semester II 2023-2024 Dates for Internal Assessment</a></li> <li>● <a href="#">B. Ed. SEMESTER II Internal Assessment- Distribution of Units</a></li> </ul> <p>REPORT ON LIBRARY FACILITIES &amp; ACTIVITIES</p> <ul style="list-style-type: none"> <li>● <a href="#">library activity report 2023-24.pdf</a></li> <li>● <a href="https://ww2.sxie.info/sxie-academics/library">https://ww2.sxie.info/sxie-academics/library</a></li> <li>● <a href="https://ww2.sxie.info/sxie-academics/library/e-journals-e-books">https://ww2.sxie.info/sxie-academics/library/e-journals-e-books</a></li> <li>● <a href="https://ww2.sxie.info/sxie-academics/library/e-newspapers-periodicals">https://ww2.sxie.info/sxie-academics/library/e-newspapers-periodicals</a></li> <li>● <a href="https://ww2.sxie.info/sxie-academics/library/open-resources">https://ww2.sxie.info/sxie-academics/library/open-resources</a></li> </ul> <p>STUDENT COUNCIL ACTIVITIES &amp; REPORT</p> <ul style="list-style-type: none"> <li>● <a href="#">Sports Day Report.pdf</a></li> <li>● <a href="#">IAF Air Show 2024.pdf</a></li> <li>● <a href="#">PrayasEventReport-STUDENT COUNCIL.pdf</a></li> </ul>
ANNEXURE VI	RESEARCH	<p>FACULTY RELATED RESEARCH WORK</p> <p><a href="#">PUBLICATION 1.pdf</a></p> <p>About the journal</p> <p><a href="https://ww2.sxie.info/xjep-open-access-journal">https://ww2.sxie.info/xjep-open-access-journal</a></p> <p>Students research work details (VAC / forum)</p>
ANNEXURE VII	SUPPORT FOR QUALITY EDUCATION & PROGRESS	<p>ALUMNI</p> <ul style="list-style-type: none"> <li>● <a href="#">Alumni report-1.pdf</a></li> </ul> <p>CAMPUS</p> <ul style="list-style-type: none"> <li>● <a href="#">Campus Placement Invite Letter 2023-24.pdf</a></li> <li>● <a href="#">Campus Placement Reports 2023-2024.pdf</a></li> </ul> <p>EXAMINATION</p> <ul style="list-style-type: none"> <li>● <a href="#">Notice for Declaration of Semester II Result</a></li> <li>● <a href="#">RPT Examination Result Register</a></li> <li>● <a href="#">FY B. Ed. Semester II Term End Examination Time Table</a></li> <li>● <a href="#">NOTICE of SY B.Ed. Semester IV Batch 2022-2024 Results</a></li> <li>● <a href="#">S. Y. B. ED. Batch 2022-24 Semester IV Consolidated Results</a></li> <li>● <a href="#">S Y B. Ed. Sem IV Semester End Examination June 2024 Time Table</a></li> <li>● <a href="#">SXIE F. Y. B. Ed. Sem I (Batch 2023-2025) Result : Notice</a></li> <li>● <a href="#">SXIE S. Y. B. Ed. Sem-III (Batch 2022-2024) Results</a></li> <li>● <a href="#">Semester III 2023-2024 Term End Examination Time Table</a></li> <li>● <a href="#">Semester I 2023-2024 Term End Examination Time Table</a></li> <li>● <a href="#">Semester III Course-wise Distribution of Units for Internal Assessment</a></li> <li>● <a href="#">Semester III Schedule of the Internal Assessment</a></li> <li>● <a href="#">SEMESTER I Internal Assessment- Schedule</a></li> <li>● <a href="#">SEMESTER I Internal Assessment- Distribution of Units</a></li> <li>● <a href="#">B. Ed. Academic Batch 2023-2025 Arrangement of Semesters 2023-25</a></li> <li>● <a href="#">B. Ed. Semester II 2023-2024 Dates for Internal Assessment</a></li> <li>● <a href="#">B. Ed. SEMESTER II Internal Assessment- Distribution of Units</a></li> </ul> <p>SEMINAR &amp; WORKSHOPS</p> <ul style="list-style-type: none"> <li>● <a href="#">Christian Minority Development Programme - The Importance of Prayer for a Fuller Life .pdf</a></li> <li>● <a href="#">First Aid Session.pdf</a></li> <li>● <a href="#">The Paper Revolution Foundation.pdf</a></li> <li>● <a href="#">Workshop on Water Conservation Day .pdf</a></li> <li>● <a href="#">Education System Made in Ukraine.pdf</a></li> <li>● <a href="#">Fitness- A Way of Life.pdf</a></li> </ul>

Sr. No.	Items	Evidence
		<ul style="list-style-type: none"> <li>• <a href="#">Workshop on 'My Health My Right'.pdf</a></li> <li>• <a href="#">World Water Day merged.pdf</a></li> </ul> <p><b>WOMEN DEVELOPMENT CELL</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Gender Audit .pdf</a></li> <li>• <a href="#">KASHISH FORWARD - A Queer Film Festival 18_1.pdf</a></li> </ul> <p><b>CLUB &amp; COMMITTEE ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A visit to CSMVS .pdf</a></li> <li>• <a href="#">Economics Field Visit- Kora Industries.pdf</a></li> <li>• <a href="#">My health my right report.pdf</a></li> <li>• <a href="#">Report on Health Check up .pdf</a></li> <li>• <a href="#">YOGA-DAY@SXIE.pdf</a></li> <li>• <a href="#">Anti-Ragging.pdf</a></li> <li>• <a href="#">Learner Profile 2023-24 Report.pdf</a></li> <li>• <a href="#">Report on Life Skills Session.pdf</a></li> <li>• <a href="#">Republic Day 2024.pdf</a></li> </ul> <p><b>FEEDBACK</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Report on Feedback process 2023-24.pdf</a></li> <li>• <a href="#">2023-24 - Semester I Internship Program Feedback.pdf</a></li> <li>• <a href="#">2023-24 - Semester II Internship Program Feedback.pdf</a></li> <li>• <a href="#">2023-24 - Semester IV Internship Program Feedback.pdf</a></li> <li>• <a href="#">Campus Placement Feedback Form 2023-2024.pdf</a></li> <li>• <a href="#">course wise feedback 2023-2024 Semester-3.pdf</a></li> <li>• <a href="#">coursewise feedback 2023-2024 Semester-4.pdf</a></li> <li>• <a href="#">Feedback for Induction 2023-25.pdf</a></li> <li>• <a href="#">Feedback form -CCA activity 2023-25.pdf</a></li> <li>• <a href="#">Feedback Parent Interact FY A.Y 2024-2026.pdf</a></li> <li>• <a href="#">Report on Feedback process 2023-24.pdf</a></li> <li>• <a href="#">Semester III Internship Feedback 2023.pdf</a></li> </ul>
ANNEXURE VIII	ACADEMIC AUDIT PROCESS	<a href="#">Process of Academic Audit.pdf</a>



**Name & Signatures of Principal:**  
 Dr. Andrea Coutinho  
 Principal  
 St. Xavier's Institute of Education (Autonomous)





## OBSERVATIONS AND RECOMMENDATIONS OF NAAC PEER TEAM

Sr. No.	NAAC observations and recommendations	Action Taken Report
	<b>MARCH 2016</b>	<b>2023-2024</b>
1.	Research Journal of Institute	Publication is continued in the - 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 organizes 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, digitization of library
6.	Training centres may be established for competitive exams	The TET exams orientation for students of fourth semester for developing 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 organized Xavier's Leadership Efficacy Development (XLED) Program has been organized 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	2022-23	2023-24
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 <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	MOOC with UNESCO were organized for in-house students and other stakeholders
6.	Strengthen the research activities	<ol style="list-style-type: none"> <li>1. Students also presented research paper in the research forum</li> <li>2. Faculty are motivated to complete their doctoral and other funded research work,</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> </ol> Research and Development Cell is in place as recommended by the UGC
7.	Register into National Digital Library Research journals have to increased	The Institute has subscribed to the National Digital Library In last 3 years under RUSA funding the library is equipped with more research journals and e- journal subscriptions.
8.	Resource mobilization	Resources like sponsorship funding have been disbursed amongst the needy and deserving students

**Academic Audit 2022-23**

St. Xavier's Institute of Education (Autonomous)

Mumbai 400 020

[www.sxie.info](http://www.sxie.info)

