



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

**ACADEMIC AUDIT REPORT
ACADEMIC YEAR 2024-2025**

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

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Academic Audit Team Members

| S.No. | Name & Institutional Address | Academic Audit |
|-------|---|--|
| 1. | Dr. Andrea Coutinho Principal, St. Xavier's Institute of Education (Autonomous), Mumbai | Principal |
| 2. | Prof. (Dr.) Karuna Gokarn Professor, Department of Microbiology, Principal, 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 St. Xavier's Institute of Education (Autonomous), Mumbai | Academic Audit Coordinator |
| 5. | Dr. Priti Sivaramakrishnan Assistant Professor St. Xavier's Institute of Education (Autonomous) | Associate Academic Audit Coordinator |

Academic Audit Questionnaire for Teaching Departments

The questions are to be answered as “Yes” or “No”.

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

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

Follow-up questions for discussion would be:

- In what ways?
- Are our approaches effective?
- How do we know that our approaches are effective?
- How can we demonstrate that our approaches are effective?
- How can we improve upon what we do now?

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

- Whether you wish to improve in this regard, and
- How you plan to do so.
- These details should be provided to the Auditors during their visit.

PART A

I. POLICIES

| Sr. No. | Item Questions | Response |
|---------|---|---|
| 1. | Do you have adequate policies to direct, monitor and review all academic and administrative processes? | <p>Yes. SXIE has well-defined policies and regulations to ensure quality in academic and extracurricular activities. These policies strike a balance between academic freedom and responsible governance and are approved by the Institute's statutory bodies, which also endorse academic and financial guidelines.</p> <p>For the academic year 2024–2025, the following policies were implemented:</p> <ol style="list-style-type: none"> 1. Examination Policy and Procedures 2. Internship Policy 3. Library Policy and Procedures 4. Value-Added Courses Policy 5. Infrastructure Policy 6. Placement Policy 7. Gender Policy 8. Internal Complaints Committee Policy 9. Ecology Policy 10. Certificate Courses Policy 11. Research and Consultancy Policy <p>The Institute regularly reviews all academic and administrative processes in line with these policies. Additionally, annual audits are conducted for academic, administrative, and library functions to maintain compliance and quality standards.</p> |
| 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>Yes. The institution strictly adheres to all rules, regulations, and standards prescribed by government authorities and academic bodies. All policies and procedures are formulated in alignment with these guidelines to ensure quality education, compliance, and effective governance. This includes adherence to norms for faculty recruitment, curriculum design, and overall institutional functioning.</p> <p>Key areas of compliance include:</p> <ol style="list-style-type: none"> 1. Admission procedures for B.Ed. and Ph.D. programs 2. Curriculum and syllabus framework 3. Examination and internal assessment processes, including result publication 4. Credit allocation and teaching workload norms 5. Program Outcome–Course Outcome (PO–CO) measurement 6. Duration and workload distribution for teaching and non-teaching staff, along with administrative operations |

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| 3 | Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes? | <p>Yes. The institution systematically maintains all documents to ensure accessibility, effective management, and compliance. Documentation is organized into categories such as academic records, administrative files, financial documents, and institutional policies. Key records, including meeting minutes and portfolio-specific documents, are preserved in both physical and digital formats.</p> <p>Documentation practices include:</p> <ol style="list-style-type: none"> Admissions: Admission and enrolment records are managed through the DHE portal of the Maharashtra Government and the University of Mumbai. The institute retains printed copies for reference. Attendance: Staff and student attendance is recorded and analysed using biometric systems. Academic Activities: Documents related to the B.Ed. program and certificate courses are organized with cloud storage support. Examinations: Question papers and internal assessment records are maintained in physical form, while examination data is stored in both digital and print formats. Minutes of Meetings: Minutes are documented in registers and uploaded on the college website. Records include: <ul style="list-style-type: none"> College Development Committee Internal Quality Assurance Cell Board of Studies Academic Council Meetings Monthly Staff Meetings Administrative Records: Administrative documents are printed, categorized, and filed systematically for easy identification and retrieval. Portfolio Documents: Records of various portfolios and activities are created and uploaded on the college website. |
| 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>Yes. The institute ensures that all stakeholders are well-informed about the code of conduct and institutional policies through structured orientation and communication mechanisms.</p> <p>Key measures include:</p> <ol style="list-style-type: none"> Orientation and Induction Programs: Newly admitted students undergo orientation sessions where they are briefed on the College Code of Conduct and academic policies. Access to Policies: Institute rules, regulations, ordinances, and the code of conduct for the B.Ed. program are published on the college website for easy reference by faculty and students. Academic Handbook: The Academic Handbook, updated annually, incorporates all relevant policies and codes of conduct. Government Regulations: Duties and responsibilities of teaching and non-teaching staff are governed by the Maharashtra Government Service Regulations. <p>Through these measures, the institution fosters awareness, compliance, and ethical behaviour among students, faculty, and</p> |

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| | | staff, ensuring a culture of responsibility and integrity across the campus. |
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Documentary Evidence - Refer Annexure I

Observation 1

The institution has established comprehensive policies covering academic, administrative, and extracurricular processes. These policies are approved by statutory bodies and reviewed regularly, with annual audits ensuring compliance and quality standards.

Recommendation 1

Introduce a centralized digital policy management system that allows real-time updates, version control, and easy access for all stakeholders. This will enhance transparency and streamline monitoring and review processes.

Observation 2

The institution maintains systematic documentation, including minutes of meetings, academic records, and administrative files, in both physical and digital formats. Orientation programs and academic handbooks ensure awareness of codes of conduct among students and staff.

Recommendation 2

Strengthen stakeholder engagement and feedback mechanisms by incorporating periodic surveys and interactive sessions with students, alumni, and employers. This will help refine policies and learning outcomes, ensuring they remain relevant and aligned with evolving educational standards.

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)? | <p>Yes. The institution ensures that all learning outcomes are clearly articulated and communicated to stakeholders through multiple channels:</p> <ul style="list-style-type: none"> • Publication: Program Outcomes and Course Outcomes are published on the college website, while the Academic Handbook provides detailed course-wise outcomes. • Workshops and Training: Dedicated workshops are conducted for faculty and students to explain POs, PSOs, and COs. Faculty members also attend online sessions on Program and Learning Outcomes and subsequently share this knowledge with students and stakeholders. • Stakeholder Engagement: Parents, alumni, and other stakeholders are informed about learning outcomes through various institutional platforms and interactions. |
| 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? | <p>Yes. The College, comprising seven faculty members and the principal, collectively deliberated and finalized the Program Outcomes for the B.Ed. program. Course Outcomes were initially developed by a smaller group of course coordinators and subsequently reviewed and approved before publication. A series of planning and review meetings reflect the collaborative and consultative approach adopted by the institution to ensure curricular coherence and quality.</p> |
| 3 | Are students/ employers/ alumni consulted for defining Program Outcomes, Program Specific Outcomes and Course Outcomes? | <p>Yes. The development of Learning Outcomes is a consultative process involving multiple stakeholders. School principals, alumni, and subject experts provide valuable input to ensure relevance and quality. Additionally, both statutory and non-statutory bodies are engaged during the formulation of Program and Course Outcomes, reinforcing a collaborative and inclusive approach.</p> |
| 4 | Are Program Outcomes, Program Specific Outcomes and Course Outcomes reviewed periodically for improvement? | <p>Yes. The Program and Course Outcomes are periodically reviewed to ensure relevance and effectiveness. This process involves self-assessment by faculty, analysis of student feedback, and consideration of evolving academic and contextual requirements.</p> |

Documentary Evidence: Refer Annexure II

Observation 1

Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined and communicated through multiple channels such as the college website, academic handbook, workshops, and stakeholder engagement sessions. This ensures transparency and awareness among students, faculty, and other stakeholders.

Recommendation 1

Introduce a digital dashboard or Learning Outcomes portal where students and stakeholders can access POs, PSOs, and COs in an interactive format. Include progress tracking and outcome mapping to enhance understanding and engagement.

Observation 2

The formulation and review of POs, PSOs, and COs involve collaborative efforts among faculty, course coordinators, and external stakeholders such as alumni and school principals. Periodic reviews are conducted using self-assessment and student feedback to maintain relevance.

Recommendation 2

Formalize the review process with documented timelines and structured feedback mechanisms involving employers and industry experts. This will ensure continuous improvement and alignment with evolving educational and professional standards.

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. During the autonomy year 2024 – 2025, the institution conducted comprehensive planning meetings to review and revise the existing curriculum. The curriculum was restructured and aligned with the defined Program Outcomes, ensuring consistency with the Institute’s vision, mission, and objectives. |
| 2 | How are individual teacher’s preferences or decisions reflected in curriculum enrichment? | Course facilitators are granted full autonomy to enrich their courses. Enhancements are made to align with contemporary educational trends and innovative learning methodologies. Faculty members engage in regular collaborative meetings to discuss curriculum delivery, assignments, and assessment strategies. Additionally, subject experts from various fields are invited to provide insights and recommendations during the course revision process, ensuring relevance and quality. |
| 3 | Do out-of-classroom activities (co-curricular activities) complement the curriculum to achieve the desired Program Outcomes, Program Outcomes and Course Outcomes? | <p>Yes. Co-curricular activities are systematically integrated with the curriculum to reinforce and achieve the defined learning outcomes. Project-based courses are conducted across all four semesters, incorporating activities such as role play, drama, and art to enhance experiential learning.</p> <p>In addition to academic components, the institution organizes a wide range of activities, including:</p> <ul style="list-style-type: none"> • Community Engagement: Outreach programs, community work, and internships. • Skill Development: Theme-based assemblies, multicultural presentations, and programs aligned with the National Education Policy and entrepreneurship skills. • Experiential Learning: Club field visits, action research projects, drama and art sessions, and student council initiatives. <p>These activities complement classroom learning and contribute significantly to achieving the intended Program Outcomes, Program Specific Outcomes, and Course Outcomes.</p> |
| 4 | Do you educate the students regarding the reasoning behind the integration of curriculum and co-curriculum, to achieve the specified learning outcomes? | Yes. The institution ensures that students understand the objectives and significance of integrating academic and co-curricular components. Course instructors provide detailed explanations during curriculum delivery, highlighting how these activities contribute to achieving the defined learning outcomes. Prior to and throughout project-based courses, students |

| Sr. No. | Item Questions | Responses |
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| | | receive structured orientations to reinforce this understanding. Additionally, regular monthly mentoring sessions further emphasize the rationale and importance of this integration, fostering clarity and engagement in the learning process. |

Documentary Evidence – Refer Annexure III

Observation 1

The curriculum has been systematically reviewed and restructured during the autonomy year to align with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Faculty autonomy and expert consultation ensure enrichment and relevance to contemporary educational trends.

Recommendation 1

Develop a formal curriculum enrichment framework that documents faculty contributions, expert inputs, and innovative practices. This will standardize the process and provide evidence for continuous improvement during accreditation reviews.

Observation 2

Co-curricular activities are well-integrated with the curriculum, supporting experiential learning and achieving defined outcomes. Students are oriented on the rationale behind this integration through structured sessions and mentoring.

Recommendation 2

Introduce a structured evaluation mechanism to measure the impact of co-curricular activities on achieving POs, PSOs, and COs. This could include reflective reports, outcome mapping, and feedback from students and stakeholders to strengthen the linkage between academic and co-curricular components.

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 effectively designs and deploys a wide range of teaching methods to enhance student learning and mastery throughout the program. Our approach combines conventional strategies with technology-enhanced instructional practices, ensuring that learning is interactive, outcome-driven, and inclusive.</p> <p>We emphasize student-teacher engagement and adopt innovative techniques that integrate technology and real-world applications. The instructional design focuses on active participation, critical thinking, and adaptability to diverse learning needs.</p> <p>Key Methods Implemented</p> <p>Conventional Approaches:</p> <ul style="list-style-type: none"> • Activity-Based Learning • Classroom Tasks and Problem-Solving Exercises • Student Seminars and Poster Presentations • Field Trips and Curriculum Enrichment Activities • Research-Based Teaching and Connecting Theory with Practice <p>Technology-Enhanced Approaches:</p> <ul style="list-style-type: none"> • Use of Learning Management Systems (LMS) • Online Tools and Open Educational Resources (OER) • Educational Videos and Multimedia Content • Discussion Forums and Continuous Assessment • Blended Learning and Flipped Classroom Models <p>Innovative Additions:</p> <ul style="list-style-type: none"> • Gamification for engagement • Peer Teaching for collaborative learning • Microlearning Modules for focused content delivery • Art Integration and Inclusivity Practices <p>These methods are supported by advanced organizers, flexible teaching patterns, and technology training, ensuring that students not only master content but also develop skills for lifelong learning.</p> |

| Sr. No. | Item Questions | Responses |
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| 2 | Do you regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials? | <p>Yes. The Institute conducts systematic and regular evaluations to ensure the effectiveness of teaching methods and the appropriateness of instructional materials. These evaluations are aimed at continuous improvement and maintaining high academic standards.</p> <p>Evaluation Mechanisms</p> <ol style="list-style-type: none"> 1. Student Course Feedback – Collecting structured feedback to gauge teaching quality and learning experience. 2. PO-CO Attainment Analysis – Measuring Program Outcomes and Course Outcomes alignment. 3. Student Performance Review – Assessing results from class tests, internal evaluations, and overall academic progress. 4. Faculty Review Meetings – Monthly staff meetings to discuss teaching strategies and share best practices. 5. Quality Assurance Discussions – Deliberations on teaching-learning quality criteria in academic forums. 6. Mentoring Programs – Personalized guidance and feedback loops for continuous improvement. 7. Exit Slips – Quick, reflective student responses to evaluate lesson effectiveness. 8. Institutional Committees – IQAC, CDC, Board of Studies, and Academic Council meetings for policy-level review and enhancement. <p>Additional Evaluation Methods</p> <ol style="list-style-type: none"> 1. Peer Review of Teaching – Faculty members observe and provide feedback on each other’s teaching practices. 2. Classroom Observation by Academic Leaders – Heads of departments or senior faculty conduct structured observations. 3. Analysis of Student Progression Data – Tracking progression to higher studies, placements, and internships as indicators of teaching effectiveness. 4. Alumni Feedback – Gathering insights from graduates on the relevance and impact of teaching methods. 5. Employer Feedback – Input from recruiters regarding graduates’ preparedness and skill application. |

| Sr. No. | Item Questions | Responses |
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| | | <p>6. External Academic Audit – Periodic review by external experts to validate teaching quality and instructional materials.</p> <p>7. Benchmarking Against Best Practices – Comparing teaching strategies with national/international standards.</p> <p>8. Use of Learning Analytics – Leveraging LMS data to monitor engagement and performance trends.</p> <p>9. Student Satisfaction Surveys – Broader surveys beyond course feedback to assess overall learning experience.</p> <p>10. Outcome-Based Education (OBE) Review – Regular checks to ensure teaching aligns with OBE principles.</p> <p>These multi-level evaluations help identify gaps, implement corrective measures, and foster a culture of excellence in teaching and learning.</p> |
| 3 | Do you enrich the curricular transaction on a regular basis and teaching methods are modified accordingly to improve student learning? | <p>Yes. The Institute regularly enriches curricular transactions and modifies teaching methods to enhance student learning outcomes. Continuous evaluation of student performance is carried out through internal assessments, internship practice reviews, and analysis of lesson plan marks. Based on these evaluations, appropriate improvements are implemented.</p> <p>Key Initiatives Include:</p> <ul style="list-style-type: none"> • Tutorial Sessions: Conducted at regular intervals to address student needs, including question bank discussions, doubt clarification, and concept reinforcement. • Dynamic Teaching Methods: The instructional approach is continuously updated, ranging from traditional lectures to interactive and technology-integrated strategies. • Innovative Pedagogies: Methods such as case study analysis, situational analysis, self-regulated learning, blended learning, and discussion-based teaching are incorporated to promote critical thinking and engagement. <p>This systematic process ensures that teaching practices remain responsive to student requirements and aligned with evolving academic standards.</p> |
| 4 | Do you regularly engage in Professional development that enhances your teaching? | <p>Yes. The Institute actively promotes and facilitates the professional development of its educators to enhance teaching effectiveness. Regular</p> |

| Sr. No. | Item Questions | Responses |
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| | | <p>engagement in professional development initiatives enables faculty to adopt innovative pedagogical strategies and integrate best practices into their instructional methods. These programs strengthen educators' skills, knowledge, and expertise, fostering multicultural, multidisciplinary, inclusive approaches and reflective practices that benefit a diverse student population.</p> <p>Professional Development Opportunities (Academic Year 2024–25):</p> <p>Faculty Development Sessions – Regular programs to upgrade teaching competencies.</p> <p>Research Support – Assistance for undertaking research projects and sponsorship opportunities.</p> <p>Access to Academic Resources – Library facilities, inter-library loan services, N-List resources, and National Academic Depository.</p> <p>Participation in Knowledge Forums – Seminars, conferences, workshops, webinars, and faculty development programs.</p> <p>Seed Funding – Financial support for research and innovation initiatives.</p> <p>Organizing Academic Events – Hosting seminars, workshops, conferences, expert talks, and webinars.</p> <p>Expert Engagement – Opportunities to serve as guest lecturers and resource persons.</p> <p>Through these initiatives, the Institute ensures continuous professional growth, enabling educators to remain updated with emerging trends and deliver high-quality, student-centric education.</p> |
| 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 actively collaborates with students to create and promote a scholarly environment that encourages peer engagement both within and beyond the campus. This environment fosters knowledge sharing, academic growth, and professional networking through a variety of initiatives.</p> <p>Key Strategies Adopted:</p> <ol style="list-style-type: none"> 1. Access to E-Resources: Comprehensive digital library facilities, including N-List and other e-journals, to support research and learning. 2. Self-Regulated Learning: Encouraging independent learning through structured strategies and guidance. 3. Technology-Enhanced Infrastructure: |

| Sr. No. | Item Questions | Responses |
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| | | <p>Upgraded facilities to enable seamless access to digital platforms and resources.</p> <ol style="list-style-type: none"> 4. Expert Talks and Guest Lectures: Regular sessions by subject matter experts to broaden perspectives and promote scholarly dialogue. 5. Collaborative Classroom Practices: Interactive teaching methods that encourage teamwork and peer learning. 6. MOOCs and SWAYAM Courses: Opportunities for students to upgrade skills through recognized online platforms. 7. Value-Added Courses: Specialized programs such as <i>English Essentials</i>, and <i>Research Enrichment</i> to enhance academic competence. 8. Certificate Courses: Short-term certifications to strengthen domain knowledge and employability. <p>Through these initiatives, the Institution ensures that students are part of a dynamic academic network that extends beyond the classroom, promoting lifelong learning and scholarly engagement.</p> |
| 6 | <p>Are your roles and responsibilities regularly assessed and appropriately distributed to support student institution?</p> | <p>Yes. The roles and responsibilities of teaching faculty are regularly assessed and strategically distributed to ensure personalized attention and effective student support. Responsibilities are allocated in a structured manner to optimize engagement and learning outcomes.</p> <p>Distribution Framework</p> <ol style="list-style-type: none"> 1. Portfolio-Based Allocation – Assigning tasks according to faculty expertise and institutional needs. 2. Course-Wise Distribution – Ensuring subject-specific accountability for seamless curriculum delivery. 3. School Internship Groups – Guiding students during practical training and internships. 4. Pedagogy Clubs – Facilitating collaborative learning and innovative teaching practices. 5. Community Work Centres – Promoting social responsibility and experiential learning. 6. Lesson Coaching Groups – Providing focused academic support and lesson |

| Sr. No. | Item Questions | Responses |
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| | | <p>planning assistance.</p> <p>7. CCA & Action Research Groups – Encouraging co-curricular activities and research-based teaching improvements.</p> <p>8. Mentoring Groups – Offering personalized guidance and counselling to students.</p> <p>This structured approach enables faculty to focus on smaller student groups, ensuring individualized attention, better mentoring, and enhanced learning outcomes.</p> |
| 7 | Do you have a mentoring system to adequately orient and advise within the | <p>Yes. The institution has implemented a structured mentoring system to provide adequate orientation and guidance to students. Under this framework, students are organized into small groups and assigned a dedicated faculty mentor.</p> <p>Key Features of the Mentoring System:</p> <ul style="list-style-type: none"> • Regular Mentoring Sessions: Conducted monthly with a clear agenda to address academic and personal development needs. • Student Engagement: Mentors actively gather student feedback and perspectives during sessions. • Comprehensive Guidance: Support is provided on examinations, internships, campus placements, and overall career planning. • Open Communication: Students are encouraged to share concerns freely, ensuring a supportive and inclusive environment. • Continuous Support: Faculty mentors offer ongoing assistance to student teachers throughout the academic year. <p>This systematic approach ensures that students receive personalized attention, timely advice, and holistic support for their academic and professional growth.</p> |

Documentary Evidence - Refer Annexure IV

Observation 1

The institution effectively integrates conventional and technology-enhanced teaching methods, including LMS, blended learning, gamification, and peer teaching. Regular evaluations through

feedback, PO-CO analysis, and audits ensure continuous improvement. Faculty also engage in professional development programs to adopt innovative pedagogies.

Recommendation 1

Implement a formal Teaching Innovation Repository where faculty can document and share best practices, technology tools, and successful strategies. This will promote knowledge exchange and standardize innovative teaching approaches across the institution.

Observation 2

The institution enriches curricular transactions regularly, modifies teaching methods based on student performance, and maintains a structured mentoring system. Professional development opportunities and scholarly engagement initiatives further enhance teaching quality and student learning.

Recommendation 2

Introduce data-driven learning analytics dashboards to monitor student engagement, performance trends, and the impact of teaching methods. Coupled with periodic faculty workshops on interpreting analytics, this will enable evidence-based improvements in pedagogy and curriculum delivery.

V. STUDENT LEARNING ASSESSMENT

| Sr. No. | Item Questions | Responses |
|---------|---|--|
| 1 | Are the students' University results improving over the last 5 years? | Yes. A detailed review of university examination results over the past five years demonstrates a consistent and significant improvement in student performance , reflected in higher grades, better overall marks, and an upward trend in pass percentages. This progress underscores the effectiveness of the institution's teaching strategies and continuous academic support initiatives. |
| 2 | Is Internal Assessment (college exams) Comparable with External Assessment (University Exams)? | Yes. The Internal Assessment (college examinations) is carefully structured to maintain parity with the University examinations. Question papers are designed following the same format, pattern, and level of rigor as prescribed by the University. Additionally, internal exams are conducted in accordance with the University's established procedures, ensuring that the assessment process remains comparable, consistent, and aligned with external standards . |
| 3 | Do you assess students internally in any way other than that prescribed at the University level? | Yes. In addition to the assessments prescribed at the University level, the Institute conducts internal evaluations through innovative methods to reinforce learning. Students are engaged in Open Book Assignments, in-class tasks , and other formative activities designed to promote critical thinking and ensure achievement of 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, a comprehensive review of examination results and internal assessment scores is conducted. Based on this analysis, students requiring additional academic support are identified. Diagnostic assessments are then administered to pinpoint specific learning gaps, enabling faculty to implement targeted remedial teaching and adapt instructional strategies for improved learning outcomes. |
| 5 | Do you feel that the present assessment procedures need to be reviewed for improvement? | Yes. It is essential to review the current assessment procedures to ensure they remain relevant and effective. Regular updates help incorporate modern evaluation techniques , align assessments with evolving learning outcomes , and address the changing needs of students. Such reviews foster continuous improvement and maintain the integrity of the teaching-learning process. |

Documentary Evidence - Refer Annexure V

Observation 1

University examination results have shown consistent improvement over the last five years, indicating the effectiveness of teaching strategies and academic support systems. Internal assessments are well-aligned with external university standards, ensuring consistency and comparability.

Recommendation 1

Introduce a data-driven performance tracking system that visualizes trends in university and internal assessment results. This will help faculty identify patterns, predict areas of concern, and implement proactive interventions for sustained improvement.

Observation 2

The institution conducts additional internal assessments beyond university requirements, such as open-book assignments and formative tasks, and reviews results to implement corrective measures. However, there is recognition of the need to periodically review assessment procedures for relevance and effectiveness.

Recommendation 2

Establish a formal Assessment Review Committee to periodically evaluate assessment methods, integrate modern evaluation techniques (e.g., competency-based assessments, digital quizzes), and align them with evolving learning outcomes and industry expectations.

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 remain updated with the latest developments in their fields through research activities, paper presentations, and participation in seminars and workshops. To strengthen this culture, several initiatives were undertaken during the previous academic year:</p> <p>Key Initiatives</p> <ul style="list-style-type: none"> ● Research Projects by Students: Students are encouraged to undertake research projects that enhance analytical and investigative skills. The academic year 2024-25 research work of students were devoted to environment and students conducted action research with guidance from the assigned faculty on water related issues in India. ● Faculty Development Programmes: Faculty members enhance their expertise by engaging in research activities, presenting papers, and participating in seminars and workshops. During the last academic year, numerous initiatives were implemented to further encourage and support research culture. ● SXIE Research Journal: The Institute publishes its own ISSN e-Journal, <i>Xavierian Journal of Educational Practice – A Peer-Reviewed Interdisciplinary Journal</i>, providing a platform for faculty to contribute research articles. The latest issue was released in November 2025. ● Research and Development Cell: Dedicated to improving research skills among student-teachers through enrichment sessions, supporting higher education aspirations and employability. ● Ph.D. Centre Currently a total of 08 Ph.D. scholars are doing their Ph.D. degree under the guidance of - <ul style="list-style-type: none"> - Prof. Dr. Geeta Shetty - Prof. Dr. Vini Sebastian - Dr. Bijoy Thomas ● SXIE Research journal The Institute publishes its own ISSN e-Journal, a research-focused publication that encourages |

| Sr. No. | Item Questions | Responses |
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| | | <p>faculty members to contribute articles. The details of the journal are as follows :</p> <p>XAVIERIAN JOURNAL OF EDUCATIONAL PRACTICE <i>A Peer Reviewed Interdisciplinary Journal</i> Open Access E Journal e ISSN No. 2583-357X (Online)</p> <p>Research and Development Cell 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> |
| 2 | Are your research efforts socially relevant? | <p>Yes. The Institute actively promotes research that is socially relevant and aligned with contemporary educational needs. Faculty and student research projects focus on addressing pressing societal challenges and improving educational practices. Institutional research themes include:</p> <ul style="list-style-type: none"> • Academic Challenges and Solutions for school students • Environmental Issues and sustainability in education • Integration of ICT in Teaching-Learning processes • Innovative Pedagogical Practices adopted in schools <p>These initiatives ensure that research efforts contribute meaningfully to society and support the advancement of inclusive and future-ready education.</p> |
| 3 | Have your research efforts contributed to emerging trends in research? | <p>Yes. The institution actively engages in research that contributes to emerging trends in education. Recent initiatives have explored technological advancements, Massive Open Online Courses (MOOCs), and innovative pedagogical approaches. These studies provide valuable insights into contemporary developments in school curricula, digital learning environments, and modern teaching methodologies, ensuring that research remains forward-looking and impactful.</p> |

| Sr. No. | Item Questions | Responses |
|---------|--|---|
| 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. | <p>The Institution strategically utilizes campus and system-level infrastructure to advance research activities and enhance academic competitiveness. Both faculty and students benefit from comprehensive facilities designed to foster scholarly excellence.</p> <p>Key Support Mechanisms</p> <ul style="list-style-type: none"> • Library Resources: A well-equipped library housing Ph.D. thesis, dissertations, research encyclopaedias, periodicals, and completed research projects. • Digital Access: Extensive e-resources including e-journals, open learning materials, N-List database, and curated research review collections. Weekly updates on these resources are shared through the LMS by the librarian. • Technology Integration: LAN-enabled library systems and free wireless internet in computer labs and staff rooms ensure uninterrupted connectivity for research work. • Convenience Services: Affordable printing facilities to support documentation and research-related requirements. • Capacity Building: Faculty are encouraged to participate in research-focused workshops and training programs organized at departmental, university and state levels. <p>These initiatives underscore the Institution's commitment to cultivating a strong research culture by leveraging physical infrastructure and digital resources for effective academic engagement.</p> |
| 5 | Does the college/department conduct programs for informing teachers and students regarding the opportunities of external funding for research? | <p>Yes. The college actively informs faculty and students about external research funding opportunities. All notices and circulars received from funding agencies such as UGC, the University, and other local or national bodies are promptly disseminated. These communications are shared through multiple channels, including:</p> <ul style="list-style-type: none"> • Notice and Bulletin Boards for on-campus visibility • Email Notifications to faculty members and students for timely updates <p>This ensures that stakeholders remain well-informed and can take advantage of available funding opportunities to promote research and innovation.</p> |

| Sr. No. | Item Questions | Responses |
|---------|---|---|
| 6 | Does the college/department conduct programs on research proposal writing and project management for teachers and students? | <p>Yes. St. Xavier’s Institute of Education (A) actively promotes research engagement among both faculty and students by conducting programs focused on research proposal writing and project management.</p> <p>Key Initiatives Include:</p> <ul style="list-style-type: none"> • Action Research Enrichment Program: Designed for undergraduate students undertaking research projects, this program provides comprehensive guidance on: <ul style="list-style-type: none"> ○ Writing research proposals ○ Preparing research reports ○ Data analysis techniques • Structured Support: Adequate time is allocated within the academic timetable to ensure students can complete and submit their projects successfully. • Faculty Development: Faculty members receive assistance in preparing research proposals and projects, fostering a strong culture of academic inquiry and research excellence. <p>Through these initiatives, the institution ensures that both students and faculty are equipped with the skills necessary for effective research planning, execution, and dissemination.</p> |
| 7 | Does the faculty in the department/college have sufficient competitive expertise to obtain a significant amount of external research funding? | <p>Yes. The faculty possesses strong competitive expertise and actively applies for research grants, successfully securing funding from various recognized agencies. Their consistent engagement in research activities and proposal development reflects a high level of academic competence and commitment to advancing scholarly work through externally funded projects.</p> |
| 8 | Does the Funding for research from external sources contribute to a measurable level towards the departmental budget? | <p>No. External research funding contributes only minimally to the overall departmental budget and does not represent a significant financial share. While such funding supports specific research initiatives, its impact on the department’s core budget remains marginal.</p> |

Documentary Evidence - Refer Annexure VI

Observation 1

The institution actively fosters research culture through initiatives such as student research projects, faculty development programs, a dedicated Research and Development Cell, and the publication of an ISSN peer-reviewed journal. Faculty members also guide Ph.D. scholars, and students receive structured support for proposal writing and project management.

Recommendation 1

Establish a formal Research Incentive Policy to recognize and reward faculty and students for publishing in high-impact journals, securing external funding, and presenting at national/international conferences. This will further strengthen research engagement and output.

Observation 2

Research efforts are socially relevant and aligned with emerging trends, focusing on areas such as environmental sustainability, ICT integration, and innovative pedagogy. However, external funding contributes minimally to the departmental budget, limiting the financial impact of research activities.

Recommendation**2**

Develop a strategic plan for external funding by creating a dedicated grant support team or committee to assist faculty in identifying funding opportunities, preparing competitive proposals, and building collaborations with industry and government bodies. This will enhance financial sustainability and research competitiveness.

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 need to sustain a continuous quality improvement agenda? | <p>Yes. The institution regularly evaluates and strengthens ancillary functions and facilities to ensure they effectively support program outcomes and sustain a continuous quality improvement agenda. A comprehensive framework of student support systems and resources is implemented to promote academic success, personal development, and professional readiness.</p> <p>Key Supporting Functions and Facilities</p> <p>1. Student Support Mechanisms</p> <ul style="list-style-type: none"> ● Learner Profile: Collected during admission to identify individual learning needs and tailor support strategies. ● Mentoring System: Monthly sessions with faculty mentors to provide academic guidance, career counselling, and personal support. ● Student Council Activities: Democratically elected council fostering leadership and civic engagement. ● Supportive Programs: Initiatives addressing academic challenges, motivation, and engagement in a changing educational landscape. ● Dedicated Committees: Health Cell, Counselling & Grievance Cell, Gender Cell, Internal Complaints Committee, Parent Interact, Competitive Exam Preparation, Scholarship Assistance, Induction Program, and Student-led Committees. <p>2. Technology Integration</p> <ul style="list-style-type: none"> ● Use of Learning Management System (LMS) and digital platforms for communication, lesson planning, research, and co-curricular activities. ● Access to library and lab computers, Wi-Fi, N-List database, and open educational resources. ● Digitized library and ICT-enabled teaching-learning resources to enhance academic engagement. <p>3. Sports and Recreational Facilities</p> <ul style="list-style-type: none"> ● Mini-Gym and Multifunctional Lounge: Equipped for fitness and leisure activities. ● Indoor and Outdoor Sports Equipment: Chess, carrom, scrabble, table tennis, and outdoor games to encourage holistic |

| Sr. No. | Item Questions | Responses |
|---------|---|---|
| | | <p>development.</p> <p>These ancillary functions are periodically reviewed to ensure alignment with program objectives and continuous quality improvement, thereby creating an environment conducive to student success and institutional excellence.</p> |
| 2 | How does your budget promote or restrict your ability to implement quality improvement/enhancement initiatives? | <p>The budget allocated by financial authorities is often limited, which creates challenges in implementing certain quality improvement initiatives, particularly in the area of research. Despite these constraints, faculty members have taken personal initiatives to pursue research projects. Additionally, external funding support, such as grants from RUSA, has played a crucial role in addressing technological requirements and upgrading infrastructure. This financial assistance has enabled the institution to implement key quality enhancement measures and sustain continuous improvement efforts.</p> |
| 3 | Do you engage your students, alumni and other stakeholders to support a high quality, sustainable academic program? | <p>Yes. The institution actively engages students, alumni, and other stakeholders to sustain a high-quality academic program and drive continuous improvement.</p> <p>Student Engagement</p> <ul style="list-style-type: none"> • Student Council: All council activities are organized with active student participation, fostering leadership, responsibility, and decision-making skills. • Student-Led Clubs and Cells: Initiatives such as the Health Cell, Gender Cell, and Environment Cell are primarily student-driven, with faculty providing guidance and support. • Quality Committees: Students contribute to institutional development as members of the Internal Quality Assurance Cell (IQAC) and College Development Committee. <p>Alumni and Parent Involvement</p> <ul style="list-style-type: none"> • PTA Meetings: Conducted twice annually, including an induction session to familiarize parents with institutional policies. Parents are encouraged to actively support entrepreneurial skill development among students. • Alumni Meets: Organized biannually, featuring discussions on academic quality and interactive workshops led by alumni to promote lifelong learning and engagement. <p>Feedback Mechanisms</p> <ul style="list-style-type: none"> • Stakeholder feedback informs key improvements, such as converting the self- |

| Sr. No. | Item Questions | Responses |
|---------|--|---|
| | | <p>assessment rating scale into an eco-friendly online format and refining mentoring and curriculum practices.</p> <ul style="list-style-type: none"> • Learner profile analysis is utilized to address student challenges and enhance teaching-learning strategies. <p>Community and Sustainability Initiatives</p> <ul style="list-style-type: none"> • Waste Management Programs: Conducted in collaboration with NGOs to educate students on waste reduction, reuse, and recycling. • Safai Bank Collaboration: Students collect Multi-Layered Plastics (MLPs) quarterly for responsible disposal. <p>These collaborative efforts ensure that students, alumni, and stakeholders play an active role in maintaining academic quality, fostering innovation, and promoting sustainable practices.</p> |
| 4 | Do you make special efforts to ensure placement of your graduating students into industry/research/other jobs? | <p>Yes. The institution makes dedicated efforts to ensure successful placement of graduating students in schools, industry, and other professional roles.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> • Pre-Campus Placement Sessions: Conducted to prepare students for professional requirements through interview training, practical demonstrations, and interactive sessions with school leaders to understand industry expectations. • Campus Placement Programs: Organized with participation from schools across Mumbai, other regions of India, and internationally recognized institutions. These programs provide students with diverse opportunities for employment and career advancement. <p>Through these structured initiatives, the institution ensures that students are well-equipped for the job market and have access to a wide range of placement opportunities.</p> |

Documentary Evidence - Refer Annexure VII

Observation 1

The institution regularly evaluates ancillary functions such as mentoring systems, technology integration, and student support mechanisms to ensure alignment with program outcomes. However, budget constraints limit the implementation of certain quality enhancement initiatives, particularly in research and infrastructure development.

Recommendation 1

Develop a resource optimization and prioritization plan that identifies critical areas for

improvement and allocates funds strategically. Additionally, strengthen partnerships with industry and alumni to secure sponsorships and alternative funding for research and infrastructure upgrades.

Observation 2

The institution actively engages students, alumni, and stakeholders through councils, committees, feedback mechanisms, and sustainability initiatives. Placement efforts are structured and include pre-placement training and campus recruitment drives, ensuring employability and career readiness.

Recommendation 2

Introduce a formal stakeholder engagement dashboard to track contributions, feedback, and outcomes from students, alumni, and employers. This will help measure impact, identify gaps, and enhance collaborative efforts for continuous quality improvement and sustainable academic excellence.

VIII. THE ACADEMIC AUDIT PROCESS

| Sr. No. | Item Questions | Responses |
|---------|---|---|
| 1 | Was the Academic Audit process faculty driven? | Yes. The internal academic audit committee functioned as a quality assurance mechanism for the institution's academic programs. The audit process was deliberated during faculty meetings and supplemented by online consultations with experts from the external academic audit committee. These discussions contributed significantly to the precision and comprehensiveness of the audit report. Furthermore, the audit format was disseminated to both faculty members and external committee members to ensure transparency and consistency 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 comprehensive and systematic evaluation that gathers and analyzes information using key indicators in both quantitative and qualitative dimensions. A critical aspect of this process is rigorous documentation, which includes detailed reports, geo-tagged photographs, and the compilation of quantitative data to ensure a holistic and well-substantiated assessment. |
| 3 | Were all relevant stakeholders involved in the Academic Audit process? | Yes. A diverse group of stakeholders—including internship school principals, faculty members, support staff, students, alumni, educational experts, and parents—actively participated in the academic audit process. Their engagement was facilitated through structured feedback and constructive inputs, which offered valuable perspectives for evaluating and improving institutional practices. This collaborative approach ensured a comprehensive assessment and alignment with stakeholder expectations. |
| 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 institutional activities was systematically collected and evaluated. The insights derived from this process informed curricular reforms, ensuring continuous improvement and alignment with students' needs and expectations. |

Documentary Evidence - Refer Annexure VIII

Observation 1

The academic audit process was faculty-driven, with active involvement of internal committees and consultations with external experts. The audit format was shared with all stakeholders, ensuring transparency and consistency in evaluation.

Recommendation 1

Formalize the faculty-led audit framework by creating a documented Standard Operating Procedure (SOP) that includes timelines, responsibilities, and review mechanisms. This will enhance accountability and streamline future audits.

Observation 2

The audit comprehensively analysed both quantitative and qualitative data, engaged diverse stakeholders, and facilitated SWOC analysis to inform curricular reforms and continuous improvement.

Recommendation 2

Develop a digital audit dashboard to consolidate data, stakeholder feedback, and SWOC findings in real time. This will enable better visualization of trends, quicker decision-making, and improved alignment with quality benchmarks.

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 |

PART B

**ACADEMIC AUDIT EVALUATION
EXTERNAL COMMITTEE**

| 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 Professor, Department of Microbiology, Principal, 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 | 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 the information to all stakeholders. | | | | | ✓ |
| 2. | LEARNING OUTCOMES | N/A | No Evidence | Emerging | Established | Highly Developed |
| 2.1 | The faculty has identified program and program specific learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline. | | | ✓ | | |
| 2.2 | The faculty has identified core course outcomes that are clear, measurable and based on an appropriate process to identify what students need to master in each course. | | | | ✓ | |
| 2.3 | The faculty contributes to an appropriate process for evaluating and reviewing program and course- level learning outcomes on a regular basis considering best practices, stakeholder feedback and appropriate benchmarks in the field. | | | | ✓ | |
| 3. | CURRICULUM AND CO-CURRICULUM | N/A | No Evidence | Emerging | Established | Highly Developed |
| 3.1 | The faculty collaborates/ contributes regularly and effectively to 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. | | | | | ✓ |

| | | | | | | |
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| 3.4 | Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum. | | | | | ✓ |
| 4. | TEACHING AND LEARNING PROCESS | N/A | No Evidence | Emerging | Established | Highly Developed |
| 4.1 | Teachers and regularly involved and effectively design, develop and deliver using teaching methods that improve student learning throughout the program. | | | | | ✓ |
| 4.2 | Teachers promote the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives. | | | | | ✓ |
| 4.3 | Teachers regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials. | | | | | ✓ |
| 4.4 | Examination/ Evaluation results are reviewed on a regular basis and teaching methods are modified accordingly to improve student learning. | | | | | ✓ |
| 4.5 | Teachers regularly engage in professional development that enhances their teaching, scholarship and practice. | | | | | ✓ |
| 4.6 | The program monitors student performance in its courses and uses that data to inform improvements in the program and to optimize student success. | | | | | ✓ |
| 4.7 | Teachers and students actively develop, promote and contribute to a scholarly environment that engages a network of peers both from within and outside of the institution. | | | | | ✓ |
| 4.8 | Faculty roles and responsibilities are regularly assessed and appropriately distributed across the department to support student success. | | | | ✓ | |
| 4.9 | All programs ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community. | | | | | ✓ |
| 5. | STUDENT LEARNING ASSESSMENT | N/A | No Evidence | Emerging | Established | Highly Developed |
| 5.1 | Appropriate indicators of student learning success have been established for the program. | | | | | ✓ |
| 5.2 | The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed. | | | | | ✓ |
| 5.3 | The program regularly conducts quality improvement measures (remedial courses, ad-on- courses, value addition course) based upon the students' assessment results (internal and External). | | | | | ✓ |
| 5.4 | The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge. | | | | | ✓ |
| 5.5 | The program regularly provides students with opportunities to participate in co-curricular activities and/or seminars specific | | | | | ✓ |

| | | | | | | |
|-----------|---|------------|--------------------|-----------------|--------------------|-------------------------|
| | to the discipline outside of the classroom. | | | | | |
| 5.6 | Data on current students and follow-up data on graduating students, including placement data, are 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. | | | | ✓ | |
| 6. | RESEARCH ENVIRONMENT | N/A | No Evidence | Emerging | Established | Highly Developed |
| 6.1 | The department/college effectively communicates the program's research environment, values, and priorities to current and prospective students and other audiences. | | | | ✓ | |
| 6.2 | The program engages graduate students in inquiry and contemporary research in collaboration with the faculty. | | | ✓ | | |
| 6.3 | The program strives for sponsored research funding at comparable levels with other departments within the institution and across peer institutions | | | | ✓ | |
| 6.4 | The program ensures that teachers are consistently informed of external funding opportunities as well as the availability of assistance in areas such as proposal writing and project management. | | | | | ✓ |
| 6.5 | The program demonstrates sufficient depth and breadth in research expertise to enable competitiveness in the external funding arena. | | | | ✓ | |
| 7. | SUPPORT FOR QUALITY EDUCATION & PROGRESS | N/A | No Evidence | Emerging | Established | Highly Developed |
| 7.1 | The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources. | | | | | ✓ |
| 7.2 | The program's operating budget is consistent with the needs of the program. | | | | ✓ | |
| 7.3 | The program has a history of enrolment and graduation rates sufficient to sustain high quality and cost-effectiveness. | | | | | ✓ |
| 7.4 | The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge. | | | | ✓ | |
| 8. | ACADEMIC AUDIT PROCESS | N/A | No Evidence | Emerging | Established | Highly Developed |
| 8.1 | The Academic Audit process was faculty driven. | | | | | ✓ |
| 8.2 | The Academic Audit process (Self Study and site visit) included descriptions of the program's quality processes. | | | | | ✓ |
| 8.3 | The Academic Audit process resulted in a thorough description of program strengths and program weaknesses as well as a prioritized | | | | ✓ | |

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

Comment 1:

The institution demonstrates a highly developed and systematic approach to academic quality assurance. Policies, learning outcomes, curriculum design, teaching practices, and student assessment are all clearly defined, regularly reviewed, and well-documented, ensuring transparency and continuous improvement.

Comment 2:

Faculty and stakeholder engagement is robust, with collaborative curriculum planning, regular feedback mechanisms, and active involvement in the academic audit process. This inclusive approach supports effective decision-making and alignment with best practices.

Comment 3:

Continuous improvement is evident, as the institution consistently implements recommendations from previous audits and adapts its processes to meet evolving educational standards and stakeholder needs.

COMMENDATIONS, AFFIRMATIONS, AND RECOMMENDATIONS

Commendations

1. The institution has established comprehensive and well-documented policies for academic and administrative processes, ensuring transparency and quality assurance.
2. Faculty and stakeholders are actively engaged in curriculum planning, review, and continuous improvement, reflecting a strong collaborative culture.
3. The integration of co-curricular activities with the curriculum is systematic and enhances student development and employability.
4. Regular professional development opportunities are provided for faculty, supporting innovative teaching and lifelong learning.
5. The institution demonstrates a robust research culture, with faculty and students participating in research projects, publishing in peer-reviewed journals, and engaging in socially relevant topics.
6. Student support systems, including mentoring, health initiatives, and placement programs, are well-structured and responsive to student needs.
7. The academic audit process is faculty-driven, inclusive, and transparent, with active participation from internal and external stakeholders.

Total Number of Commendations

07

Affirmations

1. Policies and procedures are regularly reviewed and updated in line with statutory requirements and best practices.
2. Learning outcomes are clearly defined, communicated, and periodically reviewed with input from students, alumni, and employers.
3. Assessment methods are varied and regularly evaluated to ensure alignment with learning outcomes and industry standards.
4. The institution has acted on previous audit and NAAC recommendations, demonstrating a commitment to continuous improvement.
5. Technology is effectively integrated into teaching, learning, and administrative processes, supporting academic excellence.

Total Number of Affirmations

05

Recommendations


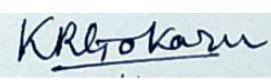



1. Regularly update and digitize all institutional policies to ensure easy access and transparency for all stakeholders.
2. Establish an annual review process for learning outcomes, involving feedback from students, faculty, and industry experts.

3. Integrate co-curricular activities with the curriculum and evaluate their impact on student development each year.
4. Encourage faculty to adopt innovative teaching methods and participate in ongoing professional development programs.
5. Form a committee to periodically review and improve assessment methods to align with evolving educational standards.
6. Create incentives for faculty and students to publish research in recognized external journals and seek external funding.
7. Strengthen partnerships with alumni and industry to enhance student support services and placement opportunities.
8. Develop a standardized operating procedure for academic audits and ensure findings are shared and acted upon institution wide.

Total Number of Recommendations

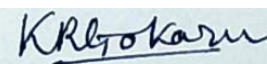
08

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 Professor, Department of Microbiology, Principal, 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 | Associate Academic Audit Coordinator |  |

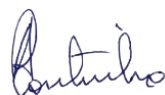
Comments :

Signature External Auditor/s:

Signature Coordinator/s:





Name & Signatures of Principal:

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



ANNEXURES
ACADEMIC YEAR 2024 – 2025

| Sr. No. | Items | Evidence |
|---------------------|---|---|
| ANNEXURE I | POLICIES | |
| 1. | Policies of the College | <ul style="list-style-type: none"> • Academic Handbook 2024-25 • The Ecology Policy • Water Management Policy • The Infrastructural Policy • Research Ethics Policy • Placement Policy • Guidelines for students' health • NAAC Academic Audit Policy |
| 2. | Admission procedure of B.Ed. and Ph.D. | <ul style="list-style-type: none"> • Information Brochure for Centralized Admission Process (CAP) Academic Year 2024-2025 • B.Ed. Phase-IV (Institute Level) Admitted List • Institute Round Merit List (PDF) • Institute Round Merit List (Excel Sheet) • Current Vacancy report • B.Ed. Phase-III admitted List • Allotment List (Phase-III) • Updated Centralized Admission Process (CAP) Tentative Schedule for B.Ed Course Academic Year 2024-2025 • Updated Centralized Admission Process (CAP) Tentative Schedule for B.Ed Course Academic Year 2024-2025 • B.Ed. Phase-II Admitted List • Allotment List (Phase-II) • B.Ed Admission Current Vacancy Report • B.Ed. Phase-I Admitted List • Allotment List (Phase-I) • Notice No. 1 Round I & II B.Ed • BEd CAP Full Schedule 2024 • List of documents required for Two Year B.Ed. Course • Information Brochure for Centralized Admission Process (CAP) Academic Year 2024-2025 <p>About PH.D. https://sites.google.com/sxie.info/sxie/sxie-academics/courses/ph-d-ogram/#h.ml641wzfmabbq</p> |
| 3. | Examination | <ul style="list-style-type: none"> • SXIE (A) Examination Policy 2024-2025.pdf Notice Semester IV Examination Result (19th May, 2025) • S.Y.B.ED. SEM IV Exam Result 2024-25 • S Y B.Ed. Sem IV 2024-25 Term End Examination Time Table • F.Y.B.ED. Semester I Term End Examination 2024-2025 • S.Y.B.ED. SEMESTER III, SEMESTER END EXAMINATION TIME TABLE • Examination Process.pdf |
| 4. | Code of Conduct | <ul style="list-style-type: none"> • https://www.sxie.info/2023/SXIE%20CODE%20OF%20CONDUCT%2023-24.pdf |
| ANNEXURE II | LEARNING OUTCOMES Program Outcome & Course Outcome | <ul style="list-style-type: none"> • https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes • Course Outcomes in the SXIE(A) Syllabus 2024-2025.pdf SXIE ACADEMIC HANDBOOK 2024-25.pdf • Program Outcome Course Outcome Process 2024.pdf |
| ANNEXURE III | CURRICULUM & CO-CURRICULUM | <p>Course Outcomes in the SXIE(A) Syllabus 2024-2025.pdf</p> <p>CURRICULAR ACTIVITIES</p> <ul style="list-style-type: none"> • Story telling and writing Workshop.pdf • Story telling and Writing Workshop - Session 2.pdf • Prayas 2025 report.pdf • Report On Ummeed fellowship program.pdf • Pre-internship Reports Internship - Sem 2.pdf • Semester 3 Internship Report 2024-2025.pdf • AY 2024-25 Sem IV Internship Building Program - Google Forms.pdf |
| | Orientations Program | <p>REPORT OF INDUCTION PROGRAM & PARENT INTERACT</p> <ul style="list-style-type: none"> • Induction Day Report.pdf • Student Induction 2024 Report - Day 2 |

| Sr. No. | Items | Evidence |
|---------------------|---|--|
| | | <ul style="list-style-type: none"> Report on PEDAGOGICAL INTEGRATION OF INTERRELIGIOUS ASPECTS parent interact.pdf <p>REPORT OF CO-CURRICULAR ACTIVITIES</p> <ul style="list-style-type: none"> Marathi Basha Divas.pdf Report on Navratri and Dussehra Multicultural Assembly.pdf Onam Report.pdf REPORT OF COMMUNITY WORK.docx.pdf Rural Camp Orientation.pdf Visit to Theosophy Library.pdf Report for pedagogy field visit 21.10.24 (CSMVS).pdf |
| | Curriculum Revision | https://ww2.sxie.info/sxie-academics/sxie-curriculum |
| | Classroom Activities | <p>Report of various classroom activities</p> <ul style="list-style-type: none"> Report - St. Ignatius Loyola 27 July 2024.pdf Unleash your potential.pdf Feast day assembly 30 nov 2024.pdf Feast Day 3rd December 2.pdf Interaction with Local Authors.pdf Reading Interaction Program.pdf Christian Minority Development Program.pdf |
| | Minutes of statutory meetings | <p>STATUTORY BODY MEETING</p> <ul style="list-style-type: none"> Minutes of External IQAC Meeting (6th Sept 2024).docx.pdf ATR Internal IQAC Minutes - 28th Aug 2024.pdf AGENDA Internal IQAC Meeting 15th March 2025.pdf AGENDA of 5th AC Meeting (23rd Sept 2024).docx.pdf |
| ANNEXURE IV | TEACHING-LEARNING PROCESS | <ul style="list-style-type: none"> Inclusive Practices.pdf Artificial Intelligence and Its Applications in Education report .pdf Interpersonal Effectiveness for Teachers Program .pdf Report on Promoting Critical Thinking and Inquiry .pdf Python Coding Workshop.pdf Prof. Vini Sebastian INNOVATIVE TEACHING.docx.pdf Mathematics Newsletter 2023-2025.pdf Dr. Priti Sivaramkrishnan Innovative teaching.pdf |
| | | <p>STAFF ACHIEVEMENT</p> <ul style="list-style-type: none"> Staff Achievement— 2024-25 .pdf REPORT OF THE ONLINE COURSE IPP.pdf |
| ANNEXURE V | STUDENT LEARNING ASSESSMENT | <ul style="list-style-type: none"> SXIE (A) Examination Policv 2024-2025.pdf Examination Process.pdf Notice Semester IV Examination Result (19th May, 2025) S.Y.B.ED. SEM IV Exam Result 2024-25 S Y B.Ed. Sem IV 2024-25 Term End Examination Time Table F.Y.B.ED. Semester I Term End Examination 2024-2025 S.Y.B.ED. SEMESTER III, SEMESTER END EXAMINATION TIME TABLE |
| ANNEXURE VI | RESEARCH | <p>R n D Report 2024-2025.pdf</p> <p>FACULTY RELATED RESEARCH WORK</p> <p>Staff Achievement— 2024-25 .pdf</p> <p>About the journal</p> <p>https://ww2.sxie.info/xjep-open-access-journal</p> <p>Students research work details (VAC / forum)</p> |
| ANNEXURE VII | SUPPORT FOR QUALITY EDUCATION & PROGRESS | <p>CAMPUS</p> <ul style="list-style-type: none"> SXIE(A) Campus Placement Feedback.pdf Report Pre-CampusCapacity Building Program 24-25.pdf <p>EXAMINATION</p> <p>Graduation Day.pdf</p> <ul style="list-style-type: none"> Examination Process.pdf Notice Semester IV Examination Result (19th May, 2025) S.Y.B.ED. SEM IV Exam Result 2024-25 S Y B.Ed. Sem IV 2024-25 Term End Examination Time Table F.Y.B.ED. Semester I Term End Examination 2024-2025 S.Y.B.ED. SEMESTER III, SEMESTER END EXAMINATION TIME |

| Sr. No. | Items | Evidence |
|---------------|------------------------|---|
| | | <p>TABLE</p> <ul style="list-style-type: none"> STUDENT COUNCIL ACTIVITIES STUDENT COUNCIL ACTIVITY REPORT 2024-25.pdf Student council election 2024-25.pdf Report on Investiture Ceremony.pdf Carol Singing Competition.pdf Annual Sports meet 2024-25.pdf Report on Bon Voyage Bash.pdf DIWALI REPORT.pdf TEACHER'S DAY REPORT.docx.pdf <p>MENTORING Mentoring report 2024-25-merged.pdf Mentoring 2024-2025.pdf</p> <p>PTA parent interact.pdf</p> <p>SEMINAR & WORKSHOPS REPORT OF THE NATIONAL WEBINAR.pdf International Webinar Report May 2024-merged.pdf Be an Eco Warrior Program JHEASA.pdf Green Club Seminar.pdf Story telling and writing Workshop.pdf Story telling and Writing Workshop - Session 2.pdf Report On Ummeed fellowship program.pdf XRCVC Wrokshop 2025 Report.pdf Universal Apostolic Preferences.pdf Happiness Curriculum Report.pdf Unleash your potential.pdf</p> <p>WOMEN DEVELOPMENT CELL promoting transgender and small business.pdf International Women's Day Report.pdf</p> <p>CLUB & COMMITTEE ACTIVITY X LED Orientation.pdf Udyog Prerana Report.pdf Empowering Women Entrepreneurs.pdf International Yoga Day Report.docx.pdf Eco club report - War.pdf</p> <p>FEEDBACK</p> <ul style="list-style-type: none"> Report on Feedback process 2024.pdf |
| ANNEXURE VIII | ACADEMIC AUDIT PROCESS | Process of Academic Audit.pdf |

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 |
|-------------------|---|--|
| MARCH 2016 | | 2024 – 2025 |
| 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 eISSN No. 2583-357X (Online) https://ww2.sxie.info/xjep-open-access-journal |
| 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 – Value Added Course – <ul style="list-style-type: none"> ● Research Enrichment Course ● English Essentials – Grammar Certificate Course – <ul style="list-style-type: none"> ● Financial Literacy ● IPP Course ● Inclusion Course |
| 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 centers 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 |
| 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. | 2022-23 | 2024-2025 |
|--------|---|--|
| 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 must 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"> 1. E-learning Designing Courses, 2. Certificate course in Ignatian Pedagogical Paradigm 3. Certificate Course in School Counselling 4. Certificate Course in Mathematics |
| 5. | Motivate students for MOOC and SWAYAM | MOOC with UNESCO were organized for in-house students and other stakeholders |
| 6. | Strengthen the research activities | <ol style="list-style-type: none"> 1. Students also presented research papers in the research forum 2. Faculty are motivated to complete their doctoral and other funded research work, 3. Faculty presented research-based papers and publications have increased 4. The Research Enrichment Value Added Courses are added to enhance students' research skills 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 2024-25

St. Xavier's Institute of Education (Autonomous)

Mumbai 400 020

www.sxie.info

