



THE ACCESSIBILITY AUDIT REPORT

ST. XAVIER'S INSTITUTE OF EDUCATION, (AUTONOMOUS), MUMBAI

2024-25

External Accessibility Audit Report

Institution: St. Xavier's Institute of Education, Autonomous

Date of Audit: 25th November 2025

Time: 11:30 a.m. onwards

Audit Type: External Accessibility Audit

Introduction

This report documents the accessibility audit conducted at the St. Xavier's Institute of Education, Autonomous to evaluate the institution's compliance with inclusive education practices and physical accessibility standards. The audit assessed infrastructure modifications, policy frameworks, curricular adaptations, and overall institutional commitment to creating an inclusive learning environment.

A. AUDIT PROCESS AND METHODOLOGY

The audit followed a systematic four-phase approach:

Phase 1: Presentation by Internal Auditor

The internal auditor, supported by the Principal, presented comprehensive documentation including visual evidence and photographs demonstrating various accessibility measures implemented across the institution.

Phase 2: Documentation Review

External auditors conducted a thorough file check examining policy documents, student records, and compliance certificates.

Phase 3: Physical Infrastructure Tour

A guided tour of the campus facilities allowed auditors to observe and verify accessibility features in their operational context.

Phase 4: Feedback and Evaluation

External auditors provided individual and cumulative feedback using a structured checklist to assess the extent of accessibility compliance.

B. KEY FINDINGS

B.1 Policy Framework and Documentation

The institution demonstrated strong policy foundations through:

- **XRCVC Workshop Report:** A complete report of the workshop conducted by XRCVC was documented and presented
- **Inclusion Policy:** Established guidelines for accommodating diverse learner needs
- **Compliance Documentation:** Evidence of adherence to UGC and University of Mumbai guidelines for students with disabilities

A student with learning disabilities was documented as having official certification from relevant authorities and was provided all prescribed concessions as per regulatory requirements.

B.2 Physical Infrastructure Modifications

The audit identified multiple infrastructure adaptations ensuring physical accessibility:

General Accessibility Features:

- Ramp facilitating wheelchair access
- Accessible wheelchair with lift compatibility
- Appropriately positioned water cooler accommodating wheelchair users

Specific Accommodations:

- Handrails installed in the ladies common room
- Specialized desks for left-handed students
- Larger table provided for expectant mothers
- LED magnifier available for students with low vision

B.3 Curricular and Pedagogical Adaptations

The institution demonstrated commitment to inclusive pedagogy through:

Modified Teaching Practices:

- Curricular adaptations for diverse learning needs
- Session on UDL for students and teachers
- Modified lesson plans promoting inclusive education
- Authentic assessment methods

Dedicated Coursework:

- Interdisciplinary Course titled "Creating an Inclusive School" taught to Second Year B.Ed. students
- Resource person engagement: Ms. Payal, an alumna with visual impairment, invited annually to share lived experiences

B.4 Specialized Learning Spaces

The audit tour included innovative spaces supporting inclusive education:

Accessibility Accommodations:

Maker's Space:

Identified as a welcoming, inclusive environment fostering creativity and collaborative work among all students.

Virtual Studio:

Equipped for recording e-content specifically designed for visually impaired students, demonstrating institutional commitment to accessible digital learning materials.

C. AUDIT EVALUATION

External auditors utilized a structured checklist to evaluate accessibility across multiple dimensions. The assessment provided:

- Individual feedback on specific accessibility parameters
- Cumulative evaluation indicating overall extent of accessibility
- Recommendations for continued improvement

D. CONCLUSION

The accessibility audit of St. Xavier's Institute of Education, Autonomous revealed a systematic and comprehensive approach to inclusive education. The institution has implemented substantial physical infrastructure modifications, established clear policy frameworks, adapted pedagogical practices, and created specialized spaces supporting diverse learner needs. The presentation of visual evidence, combined with physical verification during the campus tour, demonstrated authentic commitment to accessibility beyond mere compliance. The integration of inclusive education into the teacher training curriculum through dedicated coursework further reflects the institution's recognition of accessibility as central to educational quality rather than peripheral accommodation.

E. AUDIT TEAM

Internal Team:

- Dr. Andrea Coutinho, Principal, St. Xavier's Institute of Education, (A)
- Dr. Kalpana Chavan, Associate Professor, St. Xavier's Institute of Education, (A)
-

External Auditors:

- Dr. Sr. Lidwin Dias, Principal, Nirmala Niketan College of Social Work,(EA)
- Dr.Kalyani Talvekar, Assistant Professor, Nirmala Niketan College of Social Work,(EA)
-

Report Prepared: 26th November 2025

Report prepared by : Dr. Kalpana Chavan



ACCESSIBILITY AUDIT CERTIFICATE OF COMPLETION

PROUDLY PRESENTED TO:

**St. Xavier's Institute of Education
(Autonomous) Mumbai**

has successfully completed the
Accessibility Audit for the A.Y. 2024-2025
as per the UGC
Accessibility Guidelines and Standards for Higher
Education Institutions and Universities July 2022,
ON 25 NOVEMBER, 2025

External Audit Team

DR. SR. LIDWIN DIAS
PRINCIPAL
NIRMALA NIKETAN COLLEGE OF
SOCIAL WORK, (EA).

DR. KALYANI TALVELKAR
ASSISTANT PROFESSOR,
NIRMALA NIKETAN COLLEGE
OF SOCIAL WORK, (EA).

DR. ANDREA COUTINHO
PROFESSOR DESIGNATE,
PRINCIPAL
ST. XAVIER'S INSTITUTE OF EDUCATION (A).

FEEDBACK ON THE ACCESSIBILITY AUDIT FOR A.Y. 2024-2025

Name and Address of the College	St. Xavier's' Institute of Education (Autonomous) 40-A New Marine Lines, Opposite SBI Churchgate Branch, Churchgate, Mumbai, Maharashtra 400 020.
External Members of the Accessibility Audit Committee	Dr. Sr. Lidwin Dias Principal, Nirmala Niketan College of Social Work, (Empowered Autonomous), Nirmala Niketan Society, Mumbai, Maharashtra 400 020.
Date and Time	25th November 2025 at 11:00 a.m.
Presentation Venue for the Accessibility Audit	Loyola Conference Room St. Xavier's' Institute of Education (Autonomous)

Suggestions by External Accessibility Audit Member / Panel:

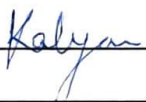
Inclusiveness is observed through infrastructure, Activities, teaching.

Concept of inclusive is inculcated in students which was visible in their assignment & lesson plans.

Students involvement along with teachers & librarian is commendable where innovation, resource development are done in user friendly.

Signatures:

1. Dr. Sr. Lidwin Dias  25/11/25.

2. Dr. Kalyani Talvelkar  02/12/25

FEEDBACK ON THE ACCESSIBILITY AUDIT FOR A.Y. 2024-2025

Name and Address of the College	St. Xavier's Institute of Education (Autonomous) 40-A New Marine Lines, Opposite SBI Churchgate Branch, Churchgate, Mumbai, Maharashtra 400 020.
External Members of the Accessibility Audit Committee	Dr. Kalyani Talvelkar Assistant Professor, Nirmala Niketan College of Social Work, (Empowered Autonomous), Nirmala Niketan Society, Mumbai, Maharashtra 400 020.
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Suggestions by External Gender Audit Member / Panel:

St. Xavier's Institute of Education has inclusion policy as well as inclusive practices in place. They have inclusive mobility infrastructure to the extent possible and have incorporated curriculum & teaching accommodation. It is suggested that certain accommodations can be done like tactile buttons in the lift & tactile paths.

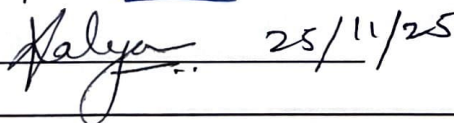
It is also suggested that they develop indications for accessible curriculum, teaching & learning systems as well as accessible information, communication & learning resources in their Accessibility Checklist so that all inclusive & accessible practices & strategies are well-documented.

Signatures:

1. Dr. Sr. Lidwin Dias



2. Dr. Kalyani Talvelkar

 25/11/25

ADDITIONAL COMMENTS

Respect to diversity, inclusive attitude and practices are evident in the teaching & learning processes. Certain accommodation-processes are ongoing.

For further enhancing the accessibility.

- 1) Tactile buttons in lift can be put
- 2) Dedicated budget line for accessibility improvements can be developed
- 3) A copy of accessible question paper can be kept in the file as evidence.
- 4) Alternate question formats for visually & hearing impaired students - One copy can be maintained, as best practices.

Signatures of External Auditors:

Date: 25/11/2025



Dr. Sr. Lidwin Dias
Principal,
Nirmala Niketan College of Social Work,
(Empowered Autonomous),
Nirmala Niketan Society,
Mumbai, Maharashtra 400 020.



Dr. Kalyani Talvelkar
Assistant Professor,
Nirmala Niketan College of Social Work,
(Empowered Autonomous),
Nirmala Niketan Society,
Mumbai, Maharashtra 400 020.



St.Xavier's Institute of Education(A). Accessibility Checklist



At St. Xavier's Institute of Education, Accessibility for Inclusion, diversity and equity a matter of mission to provide equitable, inclusive and just education for all. We consciously ensure that all students, regardless of physical, sensory, cognitive, or learning differences, can study, engage, and succeed without disadvantage.

Image Courtesy: Ms. Romila Aruj S.Y.B.Ed. 2024-2025

	Institutional Policy	YES	Partial	NO	Remarks
1.	Vision and Policy on inclusive education and accessibility is documented and publicly available (website + noticeboard).	✓			
2.	Dedicated Disability/Accessibility Cell (with contact person, meeting minutes, budget line) exists. Learner Profile is maintained.		✓		
3.	Clear procedure for disability disclosure, confidentiality, and issuing disability certificates / proof for accommodations.	✓			
4.	Grievance redressal/appeal mechanism for access issues (timeline, responsible committee)	✓			
5.	Staff training schedule on disability awareness & use of assistive tech (annual)	✓			
6.	The curriculum includes diverse perspectives (gender, disability, socio-economic backgrounds, marginalized communities).	✓			
7.	The curriculum supports multilingual learners or students from different cultural backgrounds.	✓			
8.	Faculty use inclusive teaching strategies, such as differentiated instruction.	✓			
	Physical Infrastructure	YES	Partial	NO	Remarks
9.	Main entrances and all public entrances have ramps meeting gradient/handrail norms; step-free access to ground floor.	✓			
10.	Reserved accessible parking close to main entrance (with signage).	✓			
11.	Corridors and doors wide enough for wheelchair	✓			
12.	Lifts with tactile buttons, audible floor announcements, and lift size adequate for wheelchair + attendant	✓			Tactile buttons can be pulled.
13.	Tactile floor indicators / guiding paths from main entrance to admin, library, exam office, classrooms.		✓		Process is going on
14.	At least one wheelchair-accessible classroom (entry, table heights, clear circulation, seating options).	✓			

15.	Flexible furniture to create accessible workstations		✓		
16.	Accessible toilets (grab bars, turning radius, signage) on each floor or at least on ground floor.	✓			
17.	High-contrast, large-font signage; Braille/tactile signs where appropriate		✓		
18.	Evacuation plan that includes persons with mobility, visual, or hearing impairments (refuge areas, trained staff).	✓			
19.	Digital materials (ppt, PDFs, scanned books) follow basic accessibility: tagged PDFs or provide accessible text/HTML; documents readable by screen readers.		✓		
20.	Course curriculum includes at least one module/unit on teaching learners with disabilities / inclusive pedagogy for teacher trainees (credits or co-curricular)	✓			
21.	Flexible assessment methods embedded in courses (alternative assignments, oral/viva options where appropriate)	✓			
22.	Availability of adapted instructional aids (large print, tactile charts, captioned videos) for practice teaching.	✓			
Library Accessibility		YES	Partial	NO	Remarks
23.	Physical layout: aisles wide, accessible counter height, seating for wheelchair users, clear signage	✓			
24.	Catalog accessibility: OPAC available in accessible formats and usable via screen reader; remote access to e-resources.	✓			
25.	Availability of alternative formats: large-print books, Braille materials, audio books, e-texts	✓			On demand. It is suggested if a copy can be kept.
26.	Assistive devices in library: screen-reading software, CCTV/desktop magnifiers, OCR scanner, headphones, adjustable tables.	✓			
27.	Library staff/ Library Committee trained to assist learners with disabilities and to provide document conversion support on request.	✓			
Examination Modifications and Assessment Accommodation		YES	Partial	NO	Remarks
28.	Formal written policy describing available exam concessions (scribe, extra time, compensatory time, separate room, assistive devices) is in place and publicly communicated.	✓			
29.	Scribe / Reader arrangements: procedure to appoint impartial scribes/readers; training for scribes; advance approval process. (if required)	✓			
30.	Compensatory time: implemented as per guidelines (e.g., typical baseline 20 minutes per hour where applicable) and applied pro-rata for shorter exams — policy documented.	✓			

31.	Accessible question papers: availability of Braille, large-print, or electronic formats on request and timelines to create them. (if required)	✓			
32.	Exam venue accessibility: ground-floor/accessible rooms, accessible seating, lift and ramp available clear signage, trained invigilators aware of accommodations.	✓			
33.	Alternate question formats: for visually or hearing-impaired candidates (e.g., objective-type alternatives when visual inputs present).	✓			
34.	Record keeping individual accommodation plans maintained confidentially; logs of accommodations used.	✓			
	Staff & faculty capacity building	YES	Partial	NO	Remarks
35.	Orientation for all teaching staff on inclusive pedagogy, universal design for learning (UDL), and classroom accommodations.	✓			
36.	Training for examination & administrative staff on implementing	✓			
37.	Librarians trained on producing accessible formats and using assistive tech.	✓			
	Assistive Devices & Budget				
38.	Inventory of assistive devices (wheelchairs, hearing loop, screen-reader software, braille printer, magnifying glass)	✓			
39.	Dedicated budget line for accessibility improvements and conversions.		✓		Have started recently
40.	Pre-admission information on accessibility & accommodations is clearly stated	✓			On website as well as
41.	Peer-support / buddy programme and mentor assignment for students with disabilities	✓			with students
	Monitoring, auditing & reporting	YES	Partial	NO	8 parents - meetings
42.	Annual accessibility audit is scheduled, and results are published (actions tracked).	✓			Started from this year
43.	Key Performance Indicators tracked number of students with disabilities, accommodations provided, turnaround time for accessible materials).			✓	

External Members of the Accessibility Audit Committee


Dr. Sr. Lidwin Dias
 Principal,
 Nirmala Niketan College of Social Work,
 (Empowered Autonomous),
 Nirmala Niketan Society,
 Mumbai, Maharashtra 400 020.

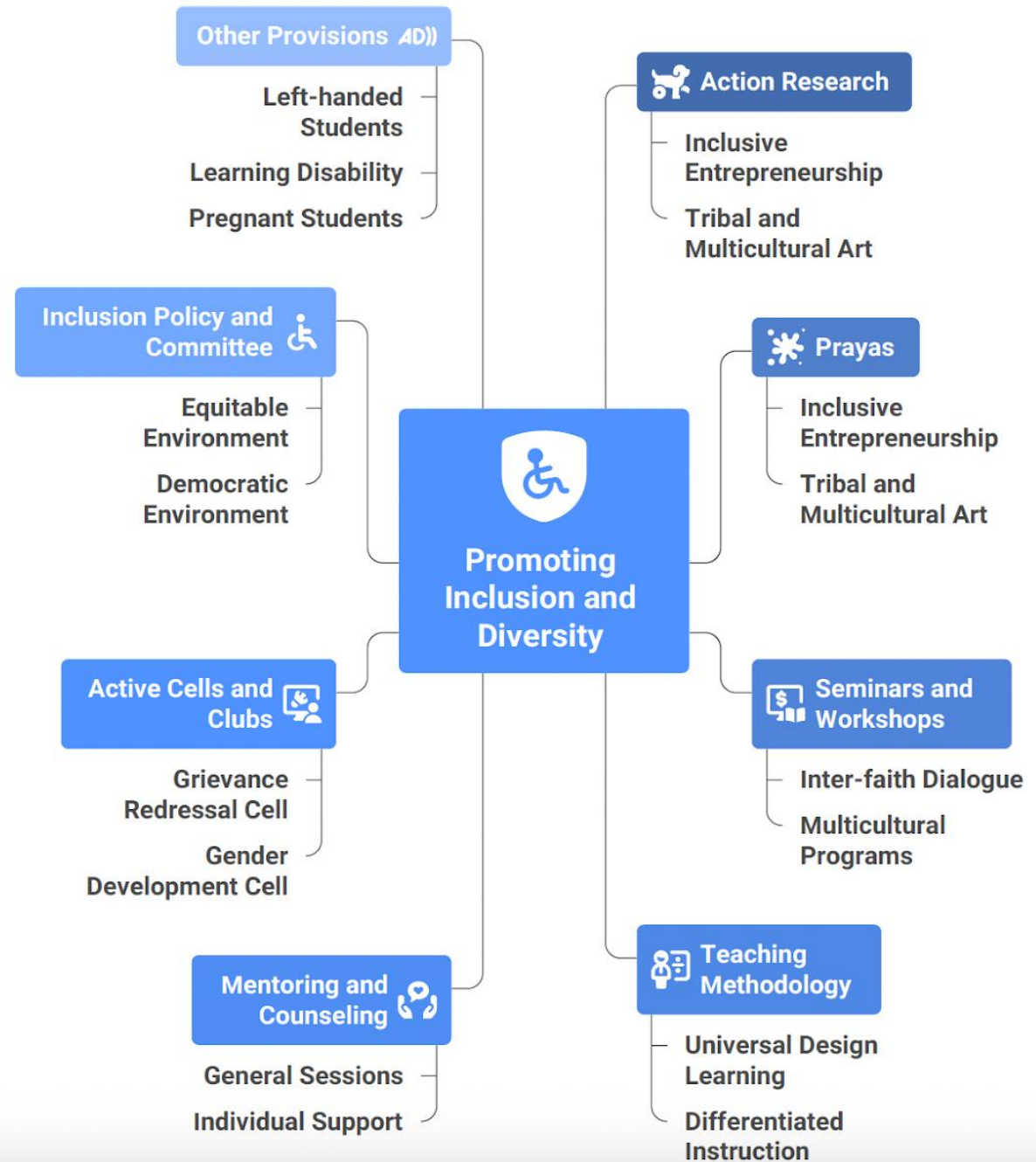

Dr. Kalyani Jalvelkar
 Assistant Professor, Nirmala Niketan College of
 Social Work, (Empowered Autonomous),
 Nirmala Niketan Society,
 Mumbai, Maharashtra 400 020.



Accessibility Accommodation: Infrastructure and More

ST.XAVIER'S INSTITUTE OF EDUCATION, AUTONOMOUS

-
- Overview of Inclusion and Accessible Philosophy, Policy and Practices leading to barrier-free, independent and empowered learners.



Wheel-Chair Facility, Elevator/Lift and Accessible Ramp Available





Drinking Water
Facilities
Accessible for
wheelchair bound
student

Magnifying Glass Available For Students with Low Vision





Accessible furniture for left-handed students

Accommodated with Knee space tables for students who were expectant mothers

Accessible Washrooms

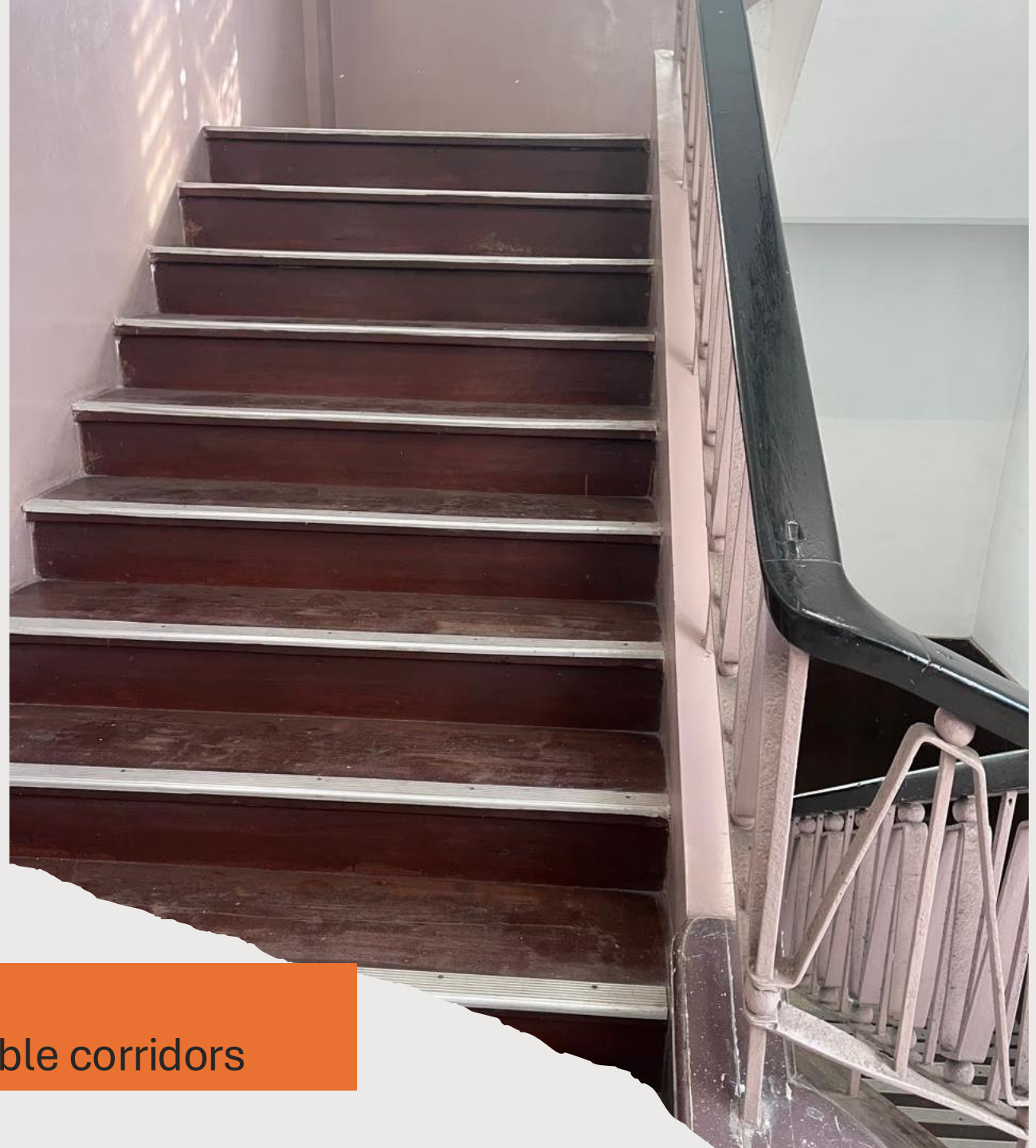
- A separate Ladies rest room with an attached toilet, with bathing facility is provided for the students .
- A separate toilet for male, female and hand rails are available
- Hand-railings are attached





Corridors

- The building has wide corridors and clear space for maneuverability and turning of wheel chair users.



Staircase with Strong railing and accessible corridors

Updated Lesson plans

UDL Planning Orientation



ST. XAVIER'S INSTITUTE OF EDUCATION
(Autonomous)
INTERNSHIP
SEMESTER III
ACADEMIC YEAR 2024 – 2025
LESSON GENERAL PLAN TEMPLATE

Name of the Student: _____ Roll _____
No: 23
Name of the School: _____
Std./ Div.: _____ Pedagogy: _____
Date: _____ Time: _____

CONTEXT

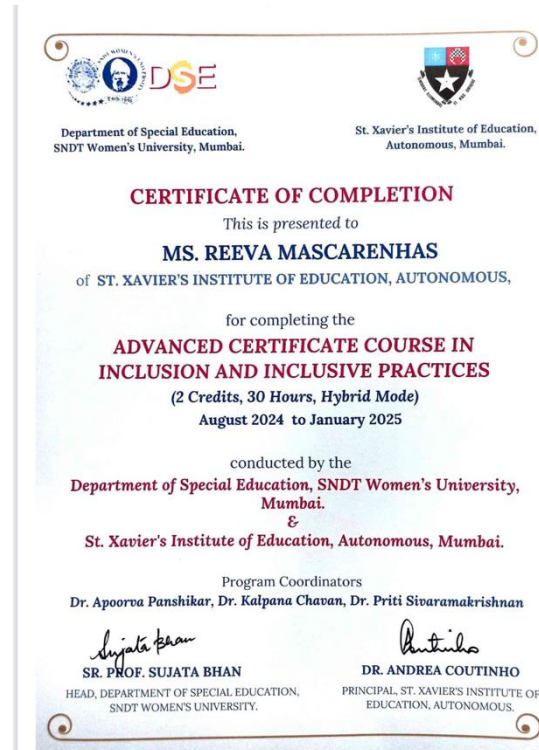
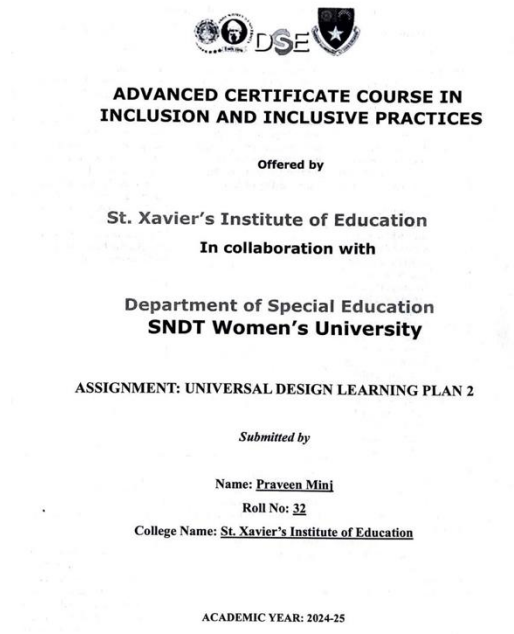
Entry Behavior:
Correlation:

Multilingual / Multicultural Experiences:

Provisions for Differentiated Instruction

Areas of Differentiation	Provisions
Seating Arrangement	
Teaching- Learning approaches	
Assessment	

Collaborating Programs : DSE (SNDTWU) UMMEED , Snehasadan



SXIE Website



St. Xavier's Institute of Education (A)

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SXIE Academics ▾

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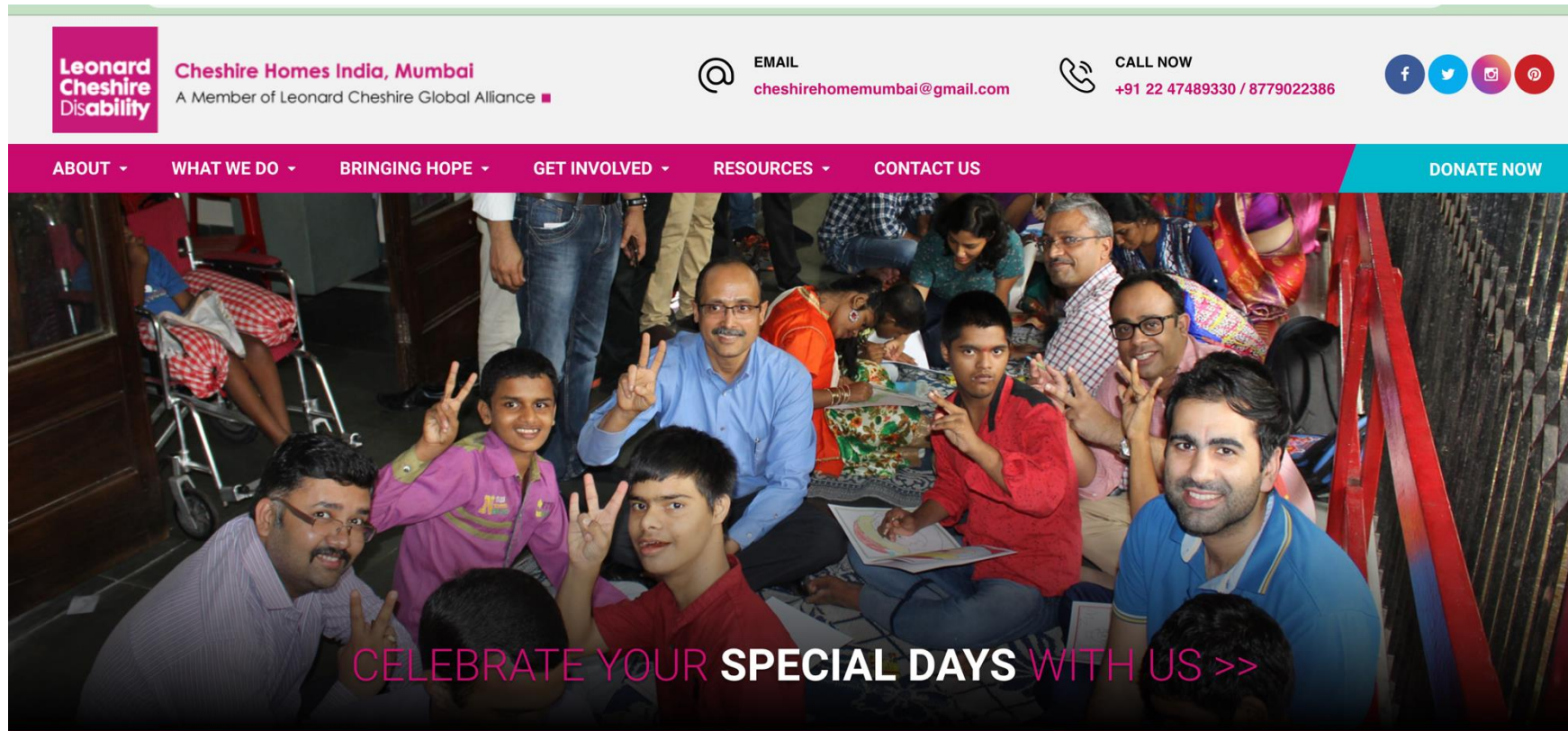
- [COMMUNAL HARMONY : SKILLS FOR PRACTICE](#)
- [Report on Workshop of SEA](#)
- [Preparatory Workshop on CTET and TET](#)
- [Christian Minority Development and Values program](#)
- [Report of Teacher Induction of Learning Outcomes](#)
- [Staff Development Report](#)
- [UNDERSTANDING THE UNSPOKEN LANGUAGE FOR CREATIVE INCLUSION](#)

ACADEMIC YEAR 2019-20

- [21st Century Teaching Skills](#)
- [XRCVC workshop 25th & 26th march 2019](#)
- [Life Skills Workshop : Report](#)

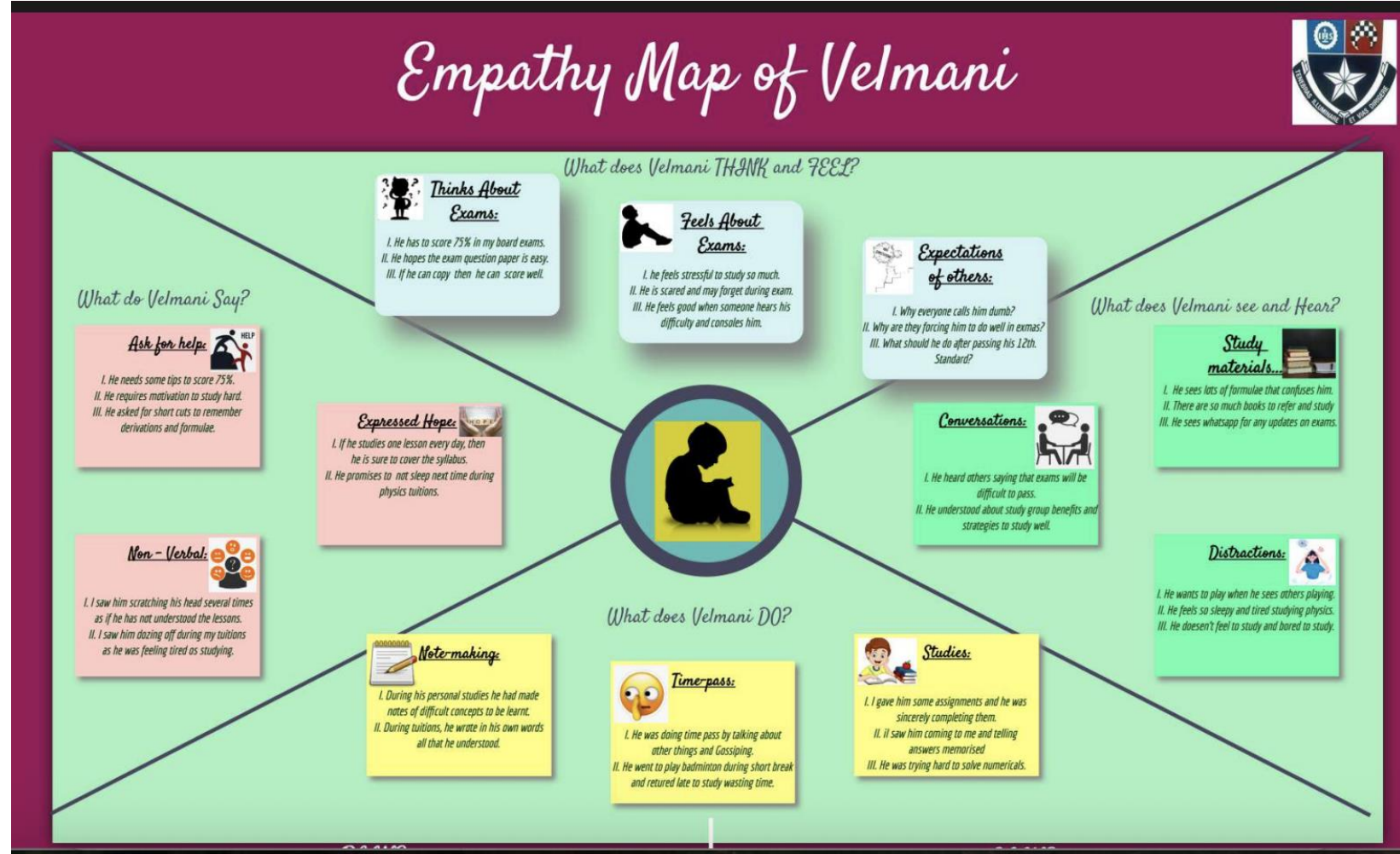
- <https://www.sxie.info/2020/Ali%20Yavur%20Workshop%20on%20sign%20language%20-%20report.pdf>

Inclusion Audit – Cheshire Home



- <https://www.mumbaicheshire.org>

Empathy Mapping



Community Work – Cheshire Home





Inclusion Education Centre for Sensitisation and Advocacy



PAYAL BHATTAD'S: SESSION
ON UNDERSTANDING
INCLUSION AND
ACCESSIBILITY
SINCE 20219

- **Participation in Entrepreneurship and start-ups**



- Internalisation of Values on Inclusion
- Authentic Assessment

The vision of St. Xavier's Institute of Education, (A) is "Joyous, Creative Teacher Education,".

The mission is to provide quality education for empowerment and enlightenment to create a just and humane society and build a world of faith, freedom, and fellowship for God's greater glory.



THANK YOU

