

**ST.XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

ACADEMIC YEAR 2020-21

Academic Audit Questionnaire For Teaching Departments 2020-21

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 explain 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.

Policies

1.	Do you have adequate policies to direct, monitor and review all academic and administrative processes?	We have policies for the environment, research inclusion, infrastructure, staff welfare curriculum, admission , administrative work.
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?	Yes, The Institute abides by the national education policies, the regulations of NCTE and curriculum recommendations of the NCERT for conducting all the process of the college. Even at the state and the local level the Institute follows the admission and eligibility norms and rules as prescribed by ARA. The career advancement of the faculty also follows the rules, regulations and norms of academic bodies. The suggestions and recommendations of the IQAC and CDC are also followed.
3	Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes?	Yes, portfolio documents , reports of curriculum activities are maintained, along with the minutes of the faculty meeting, minutes of the committees of women cell, student council, community work, grievance cell alumni meet etc are all maintained.

		The minutes of IQAC, CDC are also maintained and documented.
4	Do you maintain proper and adequate documentation (including Minutes of Meetings) for all processes?	Yes, proper and adequate documentation of all the minutes. The minutes of the staff meeting, IQAC, CDC are included in the documents.
5	Are all members of your department (Students, teachers and support staff) aware of their code of conduct in their duties and allied work?	Yes, the awareness of code of conduct is done during the induction program, on the website and in the academic handbook. Awareness of the code of the conduct is on the notice board for the students. The code of conduct is duties and allied work in the

Documentation:

- Code of conduct for duties and functions of all stakeholders. [https://www.sxie.info/Uploadedfiles/fckeditor/file/Mandatory/FINAL%20CODE%20OF%20CONDUCT%20DOC%20\(2\).pdf](https://www.sxie.info/Uploadedfiles/fckeditor/file/Mandatory/FINAL%20CODE%20OF%20CONDUCT%20DOC%20(2).pdf)
- Operations handbooks for all administrative and academic processes. : https://www.sxie.info/Uploadedfiles/fckeditor/file/Academic%20Calendar/B_Ed%20Academic%20HANDBOOK%20%202020-21.pdf
- Rules, Regulations and Norms of State Government, UGC and University. <https://ww2.sxie.info/about-us/regulations-and-policies>
- Processes, such as admissions, examinations, CAS, IQAC, etc. Followed by college (One set of documents, including Minutes of Meetings for each). <https://ww2.sxie.info/sxie-academics/courses/b-ed-course/b-ed-admission>
<https://ww2.sxie.info/iqac>
- Feedback and Student Satisfaction Reports from all stakeholders. Analysis and action taken on the reports. <https://ww2.sxie.info/news-events/reflections>

Learning Outcomes

1	Are the Program Outcomes (Pos), Program Specific Outcomes (PSOs) and Course Outcomes (Cos) been explicitly defined, explained, explained and communicated to students and other stakeholders at the commencement of the program (e.g., as employees, as graduate students, as citizens)?	Yes, during the Induction Program at the start of the Program conducted for students and parents. The Induction Program based on the UGC made the Program Outcomes based on vision and mission of College along with the Graduate attributes. The difference between the objectives and outcomes was made clear to the students. The role of learning outcomes in the form of Program, Course and Unit Outcomes were specified to the stakeholders.
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		<p>There are special regular Quality enhancement initiatives sessions to reiterate the factors that are responsible for assuring and ensuring quality in curriculum . The students were engaged in understanding Program Outcomes- Course and unit outcomes . How these can be written, worked towards and measured the extent of its achievement is informed to the students. The</p> <p>The Students are notified about the PO, CO through the academic handbook and website. Each teacher makes the CO and Learning unit outcome clear to the students through the course. The assignments and teaching methods are in constructive alignment of the Program Outcomes and students are informed about it.</p> <p>The Program Outcomes, Course Outcomes and unit outcomes are uploaded on the website for easy reference by the stakeholders.</p> <p>The alumni are also oriented about the Program and Course outcomes when they are invited as resource persons for curriculum enrichment. The resource persons other than alumni , are oriented too towards it before they plan their sessions- like for sessions on life skills, edupreneur, creative expressions etc.</p> <p>Regular quality-check in the staff review meetings are conducted to recheck the upgrade and modification of the Program outcomes.</p> <p>Students in their Project based courses get first-hand experience of framing learning outcomes</p>
2	<p>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>	<p>Process of defining Program outcomes is the work of collective deliberation.</p> <p>Faculty development programs were initiated to understand the concept, process and working of program outcomes.</p> <p>Meetings of the faculty are conducted to design and review the learning outcomes framework for the curriculum. Small group deliberations are conducted in core courses, project based and elective courses on framing , writing and techniques of measuring the learning outcomes.</p>
3	<p>Are students/employers/alumni consulted for defining Program Outcomes, Program Specific Outcomes and Course Outcomes?</p>	<p>Alumni feedback , employer feedback with reference to their expectations and suggestions are taken for the expected program and course outcomes.</p>

		Employer feedback and internship Principal feedback also direct in reviewing the learning outcomes at regular intervals. As the curriculum is dynamic and context dependent , PO are reviewed and reflected based on the stakeholders suggestion and feedback.
4	Are Program Outcomes, Program Specific Outcomes and Course Outcomes reviewed periodically for improvement?	Yes, annually they are reviewed for each portfolio in meetings. The students are also asked to reflect on the learning outcomes at the end of the course. Student satisfaction survey , individual programs and course completion feedback also give a good idea of the achievement of the outcomes. Every month separate slots for mentoring, open forums are maintained for understanding the extent of inclusion of the learning outcomes in different curriculum programs.

Documentation:

Program Outcomes, Program Specific Outcomes and Course Outcomes for all programs, and proof to show that they are attained.

- Website link for Program Outcomes
<https://ww2.sxie.info/sxie-academics/courses/b-ed-course/program-and-course-outcomes>

Process of defining Program Outcomes, Program Specific Outcomes and Course Outcomes involving various stakeholders.

- Report on Induction Programs
<https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Teaching%20-Learning/Teaching-%20Learning%202020-21/REPORT%20OF%20THE%20INDUCTION%20PROGRAMME.pdf>
- Report on session of Learning Outcomes for faculty
- Report on role of students in quality enhancement
<https://www.sxie.info/Uploadedfiles/fckeditor/file/IQAC/IQAC%20Program/2021%20Aug%20STUDENT%20ENGAGEMENT%20FOR%20QUALITY%20ENHANCEMENT.pdf>

Curriculum and Co-Curriculum

1	Is your curriculum designed to achieve the defined program Outcomes, Program Specific Outcomes and Course Outcomes?	Yes, immediate feedback , regular review meetings, presentations of PO ,CO before the external regulatory bodies are performed.
2	How are individual teacher's preferences or decisions reflected in curriculum enrichment?	The College motivates faculty through meetings, management system to propose, plan and process value added courses . In last 2 years Webinars based on pedagogies, values, well-being and technology development were organised

		Certificate courses 4 – Technology, Mathematics, English Grammar are completed. Resource persons from different fields are invited to share their expertise and give first hand experience. Alumni are involved to help the students in understanding the contest and challenges of the world of work
3	Do out-of-classroom activities (co-curricular activities) complement the curriculum to achieve the desired Program Outcomes, Program Specific Outcomes an Course Outcomes?	The Institute’s Program Outcomes based on the graduate attributes and vision of the Institute
4	Do you educate the students regarding the reasoning behind the integration of curriculum and co-curriculum, to achieve the specified learning outcomes?	During the induction program and special sessions for students on program learning outcomes make the concepts clear. Students have

Documentation:

- Relation of Pos, PSOs and Cos with curriculum (or vice versa)
https://www.sxie.info/2020/PO_CO%20B.Ed.pdf
- Induction program for students to explain curriculum and departmental activities.
<https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Teaching%20-Learning/Teaching-%20Learning%202020-21/REPORT%20OF%20THE%20INDUCTION%20PROGRAMME.pdf>
- **Teachers’ contribution to curriculum design and enrichment.**
Faculty Expertise Sharing:
<https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Faculty%20Expertise%20Sharing%20Report.pdf>
Interdisciplinary teaching
Lesson plans
Pedagogy of Teaching Science : Self Regulated Learning <https://eduoer.in/courses/pedagogy-of-science-teaching/>
https://www.sxie.info/2020/Pedagogy_of_Science%20Users_EduOER_2020_21.pdf
International Faculty Development Program:
https://www.sxie.info/2020/Final_Report_International_FDP_converted.pdf
Certificate Course On E-Learning Designing :
https://www.sxie.info/Uploadedfiles/fckeditor/file/Certificate%20Course/Certiifcate%20Course%202020-21/E%20learning%20desigining%20course%20Valedictory%20day%20report%202021%20KC%20BT_docx.pdf
Certificate Course in Mathematics Education:
<https://www.sxie.info/Uploadedfiles/fckeditor/file/Certificate%20Course/Certiifcate%20Course%202020-21/Course%20Final%20.pdf>
Massive Open Online Course Quality Digital Education for Lifelong Learning:
https://www.sxie.info/Uploadedfiles/fckeditor/file/Certificate%20Course/MOOC/MOOC%20brochure%20Final%2024_05_2021.pdf
Certificate Course In Mathematics Teaching :
<https://www.sxie.info/Uploadedfiles/fckeditor/file/Certificate%20Course/Certiifcate%20Course%202020-21/REPORT%20OF%20THE%20CERTIFICATE%20COURSE%20IN%20MATHEMATIC S%20TEACHING-merged.pdf>
RESEARCH ENRICHMENT COURSE :
https://sxie.info/2020/REPORT_RESEARCH_ENRICHMENT_SESSIONS_2020_21.pdf

- Co-curricular activities and how they complete the learning process.
 - Virtual heritage : <https://www.sxie.info/Uploadedfiles/fckeditor/file/Club%20Activities/2020-21/Report%20Virtual%20Heritage%20Walk.pdf>
 - Health Cell : <https://www.sxie.info/Uploadedfiles/fckeditor/file/Health%20Cell/2020-21/Health%20cell%20report.pdf>
 - Mathematics Webinar : <https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/Maths%20webinars.pdf>
 - AIDS Awareness Program : [https://www.sxie.info/Uploadedfiles/fckeditor/file/Health%20Cell/2020-21/Aids%20Day%20Brochure%20\(1\).pdf](https://www.sxie.info/Uploadedfiles/fckeditor/file/Health%20Cell/2020-21/Aids%20Day%20Brochure%20(1).pdf)
 - Report of Session on :Eating Right A 10 Point Plan <https://www.sxie.info/Uploadedfiles/fckeditor/file/Health%20Cell/2020-21/Health%20Cell%20Eating%20Right%20Report.pdf>
 - International Women’s Day report: https://www.sxie.info/Uploadedfiles/fckeditor/file/Women%20Development%20Cell/2020-21/International%20Women's%20Day%20Report_docx.pdf
 - Webinar on Laws and Policies for Women Empowerment: <https://www.sxie.info/Uploadedfiles/fckeditor/file/Women%20Development%20Cell/2020-21/Report%20-%20Laws%20and%20Policies%20on%20Women%20Empowerment.pdf>
 - SEA program : <https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Teaching%20-Learning/SEA%20SDG%20SESSION%20REPORT.pdf>
 - Focused Deliberation on NEP 2020- School Education Perspectives and Challenges : [https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/Report%20of%20focused%20deliberation%20%20\(1\).pdf](https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/Report%20of%20focused%20deliberation%20%20(1).pdf)
 - SWACHHTA ACTION PLAN : <https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Teaching%20-Learning/Teaching-%20Learning%202020-21/SAP%20NOTICE.pdf>
 - National Webinar on New Educational Policy 2020 - 12th December 2020 <https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/Report%20NEP%20National%20Webinar%20-%20Morning%20Sessions-converted.pdf>
[https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/NEP%20Report%20-%20afternoon%20session%20\(1\).pdf](https://www.sxie.info/Uploadedfiles/fckeditor/file/Seminar%20and%20Workshop/NEP%20Report%20-%20afternoon%20session%20(1).pdf)
 - COMMUNAL HARMONY : SKILLS FOR PRACTICE : <https://www.sxie.info/Uploadedfiles/fckeditor/file/College%20Events%202020-21/Teaching%20-Learning/Teaching-%20Learning%202020-21/REPORT%20OF%20THE%20%20PROGRAM%20HELD%20ON%2016TH%20JANUARY.pdf>
 - Strengthening Wellness for Building a Hope-filled Future : <https://www.sxie.info/Uploadedfiles/fckeditor/file/IQAC/IQAC%20Program/IQAC%20SXIE-SXC%20Wellness%20Program%20pdf%202020.pdf>
 - International Women’s Day : https://www.sxie.info/Uploadedfiles/fckeditor/file/Women%20Development%20Cell/2020-21/International%20Women's%20Day%20Report_docx.pdf
 - ONLINE BUDDY SYSTEM COMMUNITY EXPERIENCE: <https://www.sxie.info/Uploadedfiles/fckeditor/file/Community%20work/Community%20Work%20Report%20VS%20KC%202021.pdf>
 - Campus Placement Activity: <https://www.sxie.info/Uploadedfiles/fckeditor/file/Campus/Campus%202020-21/Campus%20Placement%20Feedback%202021.pdf>

Teaching-Learning Process:

1	Do you effectively design and deploy teaching methods to improve student learning and mastery throughout the program, and use appropriate conventional and technology-enhanced instructional materials/methods?	Yes. The methods of teaching other than the traditional classroom teaching approach are as follows : <ol style="list-style-type: none"> 1. E-learning modules 2. Cooperative techniques 3. Constructivist approach 4. Flip classroom approach 5. Case studies 6. Activity based learning The above approaches are useful and learner friendly engaging the students to develop interest and insight into whatever they are learning to become a professional. With the use of these and such other types the learning of theories in sync with the practical application becomes easier.
2	Do you regularly evaluate the effectiveness of teaching methods and the appropriateness of instructional materials?	Yes . There is feedback collected from students regarding the teaching methods and instructional material provided by the faculty.
3	Are program Examination/Evaluation results reviewed on a regular basis and teaching methods are modified accordingly to improve student learning?	Yes . The Internal assessment results and final evaluation results are reviewed by the examination coordinators and a list of students who require remedial instructions is prepared. The students who excel are also awarded certificates and scholarships from the college. Teachers are given the analysed copy of their feedback from students and based on that suggested for improvement in their teaching - learning process.
4	Do you regularly engage in Professional development that enhances your teaching, scholarship	Yes. The staff regularly engages in professional development and enhances their teaching skills through presenting papers in the conference, conducting webinars, upscaling their skills and competencies.
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?	Yes. Teachers discuss with the students and talks , panel discussions and programmes likewise are arranged for students to network amongst their peers and participants outside the institution.
6	Are your roles and responsibilities regularly assessed and appropriately distributed to support student institutions?	Yes. There are various portfolios that are distributed to the teachers as per the potential and interest and the roles and responsibilities are thus given to take care of which helps to

		support the students in upgrading their skills.
7	Do you have a mentoring system to adequately orient and advice within the department?	Yes. The teachers are assigned as mentors for a small group of students in both the batches . Mentoring is conducted every month where an agenda or theme is given as per the needs of the students and suggestion of the faculty.

Documentation:

- Methods of teaching-learning and statement of how they are suited for the class being taught.
- Feedback from students regarding teaching of courses (Feedback analysis on teachers).
 - [Student Satisfaction Survey 2020-21](#)
 - [Feedback of Campus Placement 2020-21](#)
 - [Summary of Teachers Feedback](#)
 - [Internship Feedback](#)
- Professional Development Programs (other than Orientation and Refresher Courses) attended by teachers and their reports on how they have benefitted.
- Students' Results Analysis and steps taken improvement of student's performance.
- Programs organized involving persons from college and outside of college for additional knowledge gain for faculty and students.
- Allotment of teaching depending on expertise of teachers. Changes made in allotment based on student feedback.
- Mentoring process and data.

Student Learning Assessment.

1	Are the students' University results improving over the last 5 years?	Yes. The analysis of the results have shown that there has been an improvement in the results of the students in terms of grade and marks
2	Is Internal Assessment (college exams) Comparable with External Assessment (University Exams)?	Yes. Following the University exam pattern the examination is conducted . The question paper is made on the same paper pattern. therefore, the assessment is comparable.
3	Do you assess students internally in any way other than that prescribed at the University level?	Yes. Students are given open book assignments and small tasks in the class to finish and achieve the learning outcome.
4	Do you review examination results and take corrective measures to implement your teaching-learning practices?	Yes. Every semester results and internal assessment marks are analysed and list for remedial teaching is made. the diagnosis is done for such studnets and accordingly teachers prepare their instructions for remedial.
5	Do you feel that the present assessment procedures need to be reviewed for improvement?	Yes . It is important to review the ongoing system of assessment to include the updated techniques.

Documentation

- Final Year (UG and PG) results analysis and trend over last 5 years. OFFICE
- Review of results annually and corrective measures suggested to teachers in subjects where students have not performed well. OFFICE

- Comparison charts for Internal and External (University) results/Marks for each course.
- Methods of Internal Assessment other than that prescribed/used for University Examinations.
- Opinions of teachers for improvement of present assessment methods. How are the teachers incorporating their suggestions of assessment wherever possible.

Research

1	Do you support a research environment in the department?	<p>Yes. The Institute supports and promote research culture among the faculty and students. Research activities, doctorate study, paper presentations, and engagement in seminars and workshops are some of the ways in which faculty members keep themselves up to date with the latest developments in their fields.</p> <p>Various activities conducted in the last two academic years that promoted research culture were as follows:</p> <p>a. Research Projects completed by the students Student teachers are encouraged to do research on topics related to various educationally relevant topics. Student teachers complete action research projects as per the course criteria. Some of the action research projects are interdisciplinary level. Action Research projects get extensive supervision, and a significant amount of time is allotted to them in the time schedule.</p> <p>b. Research Projects completed by the faculty Faculty members have made research endeavours by undertaking minor research sponsored by the University of Mumbai, UGC and MHRD. There are four research projects completed by the faculty members since 2018.</p> <p>c. Faculty Development Programmes Faculties participating in Faculty Development Programs are encouraged to meet and discuss about their own research projects, book reviews, and other educational topics. Faculty development program is conducted monthly.</p> <p>d. Ph.D. Centre Currently 6 Ph.D. scholars are doing their Ph.D degree under the guidance of three Ph.D. guides</p> <p>e. Institutional Research St. Xavier's Institute of Education, conducted a 'Longitudinal Study' to understand the 'Test Anxiety of secondary school students' in the academic year 2019-2020. This study is planned for a period of 3 years on the sample of 1031 Std 7/8/9 students from 4 SSC schools of Greater Bombay. The faculty and students were involved in this research projects.</p> <p>f. Pursuing Ph.D. Degree Currently two teaching faculty pursuing their Ph.D. from University of Mumbai. The librarian of our institute have successfully completed her Ph.D.</p> <p>g. SXIE Research journal</p>
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2	Are your research efforts socially relevant?	<p>The institute promotes research topics that are relevant to current trends in education and it is socially relevant. The research projects undertaken by faculty and students are need of the hour. The institutional research topic is related to stress and anxiety among school students. One of the research projects is based on developing the MOOC program on Metaliteracy. Thus the institute value the social relevance of research.</p>
3	Have your research efforts contributed to emerging trends in research?	<p>Yes. The institution conducts study on current educational trends. Current research initiatives focussed on technological trends, massive open online courses, and novel pedagogy. The outcome sheds light on current advancements in school courses and instructional methods.</p>
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 has made the best possible use of existing facilities to assist staff and students in doing research. The professors and student instructors of the institution are constantly supported by the institute by providing them with the best possible infrastructural facilities for the advancement of academic and research activities. For reference, the library offers services such as Ph.D. theses, dissertations, research encyclopaedias, periodicals, and research projects. The institution provides online research resources such as e-journals, open learning materials in the field of research, access to the N List and research review collections. Faculty and student instructors at the institution may also use the library's LAN system to access its contents. Access to the college library and free wireless internet is provided to professors and student instructors in both the computer lab and the staff room. Students and professors may also take use of low-cost printing services. The institution encouraged faculty members to participate in research-based workshops or training programmes organised by the Departments and/or the University level, as appropriate.</p>

5	Does the college/department conduct programs for informing teachers and students regarding the opportunities of external funding for research?	Yes. The college passes on any notice or circulars received from the source of funding agencies like UGC, University , or any other local or national level bodies. The circulars are either displayed on the notice and bulletin boards or are sent via email to the faculty members and students as relevant .
6	Does the college/department conduct programs on research proposal writing and project management for teachers and students?	Students and professors are encouraged to do action research, present and publish papers on many elements of teaching and learning at the Institute of Education. For students in their undergraduate level, action research projects get extensive instruction and a significant amount of time is allocated to them in the schedule. Action research enrichment program was conducted by the institute for students. That enables them to write research proposals, research report, analysis of data etc. The Institute assists professors in pursuing research initiatives funded by the University, the University Grants Commission, and other funding agencies. Where required, assistance was provided to faculty members in the preparation of research projects and proposals.
7	Does the faculty in the department/college have sufficient competitive expertise to obtain a significant amount of external research funding?	Yes. Last four years, the faculty was completed the research projects 1. MHRD project – Two faculty were completed the MHRD project 2. UGC research project : Two faculty were submitted UGC minor research project work 3. University Project : Two faculty were submitted University minor research project work 4. UNESCO MOOC project : One faculty was involved in the MOOC project development of UNESCO. Totally around 7 research projects were submitted by the faculty.
8	Does the Funding for research from external sources contribute to a measurable level towards the departmental budget?	Funding from research project contribute in the following ways

Documentation:

- UG and Ph.D. Students' research output (Project, Publications and Patents)

Action Research Projects : B.Ed.

Academic Year 2020-21

- A Study of The Effect Of Students' Screen Time On Family Life
- A Study Of The Effects Of Screen-Time On The Physical And Mental Health Of Secondary School Students
- A Study Of Effect Of Screen-Time On Emotional And Social Health Of Secondary School Students
- A Study On The Impact Of Formal Education On The Lives Of The Adivasi Community Of Aarey Forest

- A Study Of The Effect Of Screen Time On Student's Academic Performance
- A Study Of The Effect Of Screen Time On The Social Life Of Students

Ph.D. Areas

- 1. Effectiveness of POGIL
- 2. Game Based Strategies
- 3. Social competency in Science teaching
- Teachers research output (Projects, Publications and Patents)
Attached Institute profile

Dr. Geeta Shetty

1. English Pedagogy – Approaches and Applications (2020) Himalaya Publishing House, Mumbai, page nos. 140 ISBN: 978- 93-5367- 934-7
2. English Pedagogy – Purpose and Perspectives (2020) Himalaya Publishing House, Mumbai, page nos. 140 ISBN: 978- 93-5367- 936 - 1
3. Global Orientation of Teacher Education Curriculum; Edu Care; Multidisciplinary, International, Peer Reviewed/ Refereed Journal; pp. 145- 157; APH Publishing Corporation; Jan-Dec. 2020 ISSN: 2319- 5282
4. Spelling Proficiency of Secondary School Students across Disciplines Visa- vis the Attitude of Teachers towards Spelling Proficiency East African Scholars Journal of Education, Humanities and Literature; Pp 289 – 295; Vol-2, Issue-4, 5 & 6; April, May and June 2019; East African Scholars Publisher, Kenya ISSN: 2617-443X

Dr. Vini Sebastian

1. Classroom Management - Conceptual Gaps and Requirements in Teacher Education p.45 International Journal of Education and Psychological Research ISSN No. 2349- 0853, Vol. 10 Issue 1, March 2021
2. Awareness and Implementation of the Ignatian Pedagogical Paradigm: A Teaching Methodology in Jesuit Institutions P.32 Educare Journal, A Multidisciplinary International Peer Reviewed /Refereed Journal ISSN 2319- 5282 , Vol. IX Number 7 Jan- Dec 2020
3. School factors and Support System for Positive Mental Health and Well Being Selected Topics in Humanities and Social Sciences, Vol.5 ISBN 978- 93- 91595-57-9

Dr. Elvina Pereira

1. Impact and Reflection of Vision and Mission Statement on Interpersonal Relations of Selected English Medium Colleges Of Teacher Education, Educator Research Journal (ERJ) Volume No. Vol VII Issues V. Sep-Oct 2020 ISSN: P-2455-0515 E- 2394-8450

Ms. Kalpana Chavan

1. Research Skills in Teacher Education Program: A Qualitative Study. Skill Sets of 21st Century in Higher Education. Amitesh Publishers and Company. 225- 232, 2021 ISBN 978-0- 557-94532-0
2. Methodology of Constructing an Academic Calendar for Higher Educational Skill Sets of 21st Century in Higher Education. Amitesh Publishers and Company. 2021 ISBN 978-0- 557-94532-0 Institutions in India (Second Author) 51-60
3. Revisiting Iceberg Theory of Knowledge Management: Surfacing Tacit Knowledge Based on Phenomenological Study Journal No. 40776 Published by Ajanta Prakashan Volume IX Issue 1 January – March 2020 62-68 2020 ISSN 2277
4. Perception of 21st century learners towards ecological citizenship and sustainable development awareness Peer Reviewed Edited Book Published by APH Publication Corporation 104-112 2020

Ms. Nishi Kumar

1. The Relationship Between Online Teaching- Learning on The Mental Health of Bachelor of Education Students, Aayushi International Interdisciplinary Research Journal (AIIRJ) Monthly Journal 2016), VOL VIII, August 2021, Peer Review e journal Impact factor 7.149, ISSN 2349-638x

Dr. Bijoy K Thomas

1. A Study of Attitude of Student Teachers Towards Online Learning, Online Instructions and Digital Classroom Climate Teaching Learning Online: Strategies and Select Concerns ISBN 978-93- 89875-90-4
2. Design Thinking Pedagogical Framework Skill Sets of the 21st Century in Higher Education ISBN 9- 780557- 945320

Research facilities available on campus and how effectively they are used.

Library facility

- a. Library facilities : <https://ww2.sxie.info/sxie-academics/library>
- b. N List Subscription : <https://nlist.inflibnet.ac.in/>
- c. Four E Journals subscription : <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>
- d. Library details : <https://ww2.sxie.info/sxie-academics/library>
- e. Thesis collection : Offline Mode
- f. WebOPAC facility for remote access : <https://ww2.sxie.info/sxie-academics/library/webopac>
- g. E references library : <https://ww2.sxie.info/sxie-academics/library>

Research Room

- a. Research room for Ph.D. students and guide : https://www.sxie.info/Uploadedfiles/fckeditor/file/Ph_D_/ph_d%20merit%20list_1.pdf

Reprographic facilities

- a. Reprographic facilities : <https://ww2.sxie.info/about-us/facilities>
- b. Scan facilities

E-Resource

- a. E resources : <https://ww2.sxie.info/sxie-academics/library/e-newspapers-periodicals>

Computer and technology availability

- a. Computer lab with internet facilities for students and faculty : https://www.sxie.info/Infrastructure/Annexure-10_Computer_lab equipments.pdf
- b. Individual computer facilities given to each faculty with internet facilities

Psychology Laboratory

This Laboratory contains the necessary equipment and material for psychological tests and experiments. : https://www.sxie.info/Infrastructure/Annexure-8%20Psycho_Lab_Resources.pdf

- Training programs for teachers and students for research proposal writing, information about external funding agencies and research management.
 - [Research Enrichment Program – 2020-21](#)
 - [Research Enrichment Course 2019-20](#)
 - [Research Enrichment Program 2018-19](#)
- Percentage of research funding to departmental budget : N/A

Support for Quality Education

1	Do you evaluate supporting ancillary functions and facilities in terms of how well	Ancillary functions to support the program outcomes are as follows:
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	<p>they support program outcomes and needs in order to sustain a continuous quality improvement agenda?</p>	<p>1. Counselling Institute support the students and faculty to achieve program outcome by providing counselling service.</p> <p>2. Mentoring Mentoring program consisted of allotting 5-6 students under a mentor teacher for understanding the students' views, opinions and grievances on a particular theme. The mentor could give suggestions and advise as required.</p> <p>3. Student Council activities The Student Council is a body comprising of elected representatives of the F.Y.B.Ed. and the S.Y.B.Ed. class. The council was constituted through free and fair elections. The various activities conducted by the Student Council help the student community to develop leadership skills, team work etc.</p> <p>4. Workshop and seminars Various workshop and seminars were organised for student teachers to support their learning process.</p> <p>5. Action research program Research enrichment program was organised every year for developing the competencies.</p> <p>6. Certificate courses Students are encouraged to attend Certificate courses and MOOC organised by the institution. Swayam courses are also promoted.</p> <p>7. Promote Research work</p> <p>Ancillary facilities to support program outcomes are</p> <p>1. Technology facilities Every sphere of theoretical and practical activity has been engulfed by technology. Students are constantly informed, and faculty members use technology in novel ways. Students are encouraged to utilise technology in a variety of ways, including lesson preparation, reference, co-curricular activities, and even while delivering lectures, seminars, and paper presentations. Computers at the library and labs, Wi-Fi, N List, and open educational resources are all available. The library's digitization has encouraged staff and student instructors to utilise ICT to access teaching and learning materials. The learning management system (LMS) and the college website are used to disseminate information. Additionally, technology is utilised to communicate with</p>
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		<p>instructors from the same or other universities in order to exchange, discuss, and collaborate on curriculum preparation in order to reach a common understanding and resolve disagreements.</p> <p>2. Library facility In order to meet the needs of students, the library has upgraded its resources, altered its operating hours, added additional text books from other boards, and added periodicals and reference materials. It has also completed the digitalization of its holdings.</p> <p>3. Sports and Gym equipment A multifunctional lounge with a mini-gym and the required equipment to host club events and indoor games is housed inside it. There is a variety of sporting equipment accessible for both indoor and outdoor activities. Indoor sports equipment is made available for use by incoming student instructors during their free time in the lounge. Leisure time may be productively used with the help of a little gymnasium, sports equipment, and musical instruments. Student instructors may take part in a variety of sporting competitions to foster a sense of team spirit amongst one another. The institution provides indoor facility as chess, carrom, scrabble, table tennis, and in-house relays in addition to outside sports.</p>
2	How does your budget promote or restrict your ability to implement quality improvement/enhancement initiatives?	
3	Do you engage your students, alumni and other stakeholders to support a high quality, sustainable academic program?	<p>Student teachers are encouraged to support quality education. Different programmes organised with the support of students are</p> <p>a. X LED The Xavier's Leadership Efficacy Development Program (XLED) encourages the students to take the lead to disseminate their talents and skills to those interested.</p> <p>b. Student council All the student council activities are organised with the support and involvement of students.</p> <p>c. Alumni and Parents Continuous input from stakeholders including parents, alumni, ensures that the variables that support quality are maintained while those that hinder it are improved or altered as a result of the institutionalisation of the best practises. College is regularly</p>

		<p>conducting monthly sessions on various educationally related topics with the support of alumni members. Parents meetings were also conducted by the institution regularly. Parents of newly enrolled students and the existing batch were inducted into the Institutes code of conduct had expectations of Institute. the parents presented their views and suggestions regarding their role in supporting the values and code of conduct of the college. For the annual inter-collegiate Fest Prayas, talented alumni were invited to judge and encourage the participants and the present batch of students. Even the Institute during the lockdown took upon itself to educate the alumni with regards to e-learning, online tools, setting up LMS through its certificate courses.</p> <p>d. Feedback The feedback from the various stakeholders made changes in making the self- assessment rating scale more environment friendly by making it online, the learner profile was analysed and connected to various activities like mentoring, understanding students' difficulties, modifying the curriculum, giving feedback for improvement of understanding.</p> <p>e. Organizing extension activity Waste Management in collaboration with the NGOs made student-teachers aware of the different approaches to waste and its reuse and recycling. Besides above activities, the students were a part of IQAC and College Development Committee.</p>
4	Do you make special efforts to ensure placement of your graduating students into industry/research/other jobs?	Yes. For the purpose of placement Pre-Campus Placement and Campus Placement Programmes are conducted wherein the Pre-Campus activity is to orient the students regarding the requirements of the profession, training for interviews and demonstrations and meeting with various school heads to get adequate information regarding the industry and their requirements. For the Campus Placement activities schools from in and around Mumbai outside Mumbai and Internationally placed schools are invited to conduct job interviews and select students for the job.

Documentation:

- List of facilities (Library, office, sports, etc.) for overall development of student performance towards global citizenry.

- Library facility
 - Library facilities : <https://ww2.sxie.info/sxie-academics/library>
 - N List Subscription : <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>
 - Four E Journals subscription :
 - <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>
 - Library details : <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>
 - Thesis collection - Offline
 - Web OPAC facility for remote access : <http://59.181.96.46/W27/>
 - E references library: <https://ww2.sxie.info/sxie-academics/library/e-journals-e-books>

- Classrooms
 - Multipurpose halls : 2
 - Classrooms : 5

- Lab
 - Science and Mathematics Resource room
 - Science lab
 - Psychology lab
 - Computer lab

- Conference room
- Auditorium
- Boys and Girls rest room
- Counselling room
- Principal and Administrative rooms
- IQAC office
- Arts and Music room
- Examination room
- Guest faculty rooms
- Pantry
- Sports equipment list*
- Teaching aid resources list

- Proposals submitted for quality enhancement initiatives over the 5 years, and how many of these were not implemented due to budgetary reasons.

- Feedback and suggestions on improvement of program quality from Alumni, Parents, Employers and students.
 - [Student Satisfaction Survey 2020-21](#)
 - [Feedback on Green Financial Literacy](#)
 - [Campus Placement feedback 2020-21](#)
 - [Student Satisfaction Survey 2020-21](#)
 - [Feedback of Campus Placement 2020-21](#)
 - [Summary of Teachers Feedback](#)
 - [Internship Feedback](#)

- Placement data for UG and PG students, Efforts taken and percentage of placement (Year wise).
- [Report : Campus Placement 2020-21](#)

The Academic Audit Process

1	Was the Academic Audit process faculty driven?	Yes
2	The Academic Audit process clearly investigated all quantitative and qualitative data for the department's quality processes?	Yes
3	Were all relevant stakeholders involved in the Academic Audit process?	No
4	The Department/College could identify its SWOC profile during preparation for the Academic Audit?	Yes

Documentation:

- These questions are essentially for the Audit Team to fill in when they assess the documentation and during the site visit.
- The Department should submit its SWOC Analysis.

Follow-up from previous NAAC Accreditation Recommendations

1	Have you implemented all the quality initiatives of the department as stated in your previous self-study report?	No
2	Have you considered and implemented the recommendations of the NAAC Peer Team Report (Previous NAAC accreditation) and documented the necessary action?	Yes

Copy of projected plans/proposed future plans (as in previous report of the department).

Action Taken Report on the projected plans/proposed future plans (as in previous report of the department).

Copy of previous NAAC accreditation recommendations.

Action Taken Report on NAAC accreditation recommendations.

Academic Audit Evaluation

Audit Team details:		
Name:	Dr.Shadab Paloji	
Title:	Associate Professor	
Institution:	St.Xavier's Institute of Education	
Signature:		
Date:	15th November 2021	
Name:	Ms Kalpana Chavan	
Title:	Assistant Professor	
Institution:	St.Xavier's Institute of Education	
Signature:		
Date:	15th November 2021	
Name:	Dr.Bijoy K Thomas	
Title:	Assistant Professor	
Institution:	St.Xavier's Institute of Education	
Signature:		
Date:	15th November 2021	

Name and Signature of Principal affirming the audit team	Dr.Sosamma Samuel	
Date:	15th November 2021	

Evaluation rubric

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

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

	stakeholder feedback and appropriate benchmarks in the field.					
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3. Curriculum and Co-curriculum		N/A	No Evident	Emerging	Established	Highly Developed
3.1	The faculty collaborates/contributes regularly and effectively on the design of curriculum and planned improvements. Regular reviews of the curriculum based on best practices are taken.			√		
3.2	The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.			√		
3.3	The co-curriculum is best aligned to the curriculum to inculcate additional skill sets in the student directed towards employability and/or research				√	
3.4	Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum.					√

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

	reflection of the methods of teaching-learning implemented in the program.					
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6. Research Environment		N/A	No Evident	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		N/A	No Evident	Emerging	Established	Highly Developed
7.1	The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources.				√	
7.2	The program's operating budget is consistent with the needs of the program.				√	
7.3	The program has a history of enrolment and graduation rates sufficient to sustain high quality and cost-effectiveness.					√
7.4	The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge.			√		

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

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

Academic Audit

Commendations, Affirmations, and Recommendations

Commendations:

Total Number of Commendations

4

Commendation #1 - Technology Enabled Classrooms were promoted

Commendation #2 - More policies are required, for Example- Policies for Examination, Research , Admission , Value Added Courses, Certificate Course

Commendation #3 - During pandemic curricular and co-curricular initiatives were student friendly, digital engagement was enhanced, well-being of students were focussed upon with health cell, counseling & mentoring, student council activities

Commendation #4 - Grievances of students were addressed through regular online interactions. Online Open Forum

Affirmations:

4

Total Number of Affirmations

- Affirmation #1 - We affirm that the documents presented in the audit were authentic
Affirmation #2 - The documents were also uploaded on the College Website ensuring transparency
Affirmation #3 - Interview with the Principal and teaching and non-teaching faculty are in sync with the academic initiatives
Affirmation #4 - Verified with the minutes of the staff meeting, IQAC meeting and CDC meeting.
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Recommendations

Total Number of Recommendations

7

- Recommendation #1 - Documentation needs to be more streamlined
Recommendation #2 - Research journal has to be initiated and research culture to be strengthened
Recommendation #3 - NAAC peer review should be focussed upon.
Recommendation #4 - Library activity should be more student friendly
Recommendation #5 - More faculty development programme should be organized
Recommendation #6 - Self-regulated and self-learning courses should be made available for the students
Recommendation #7 - Preparation for autonomy and NAAC should be rigorously followed

Name & Signatures of Audit Team:

Dr Shadab Paloji, Ms Kalpana Chavan and Dr Bijoy Thomas



Name & Signatures of Principal: Dr Sosamma Samuel

