YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution   St. Xavier's College of Education

- Name of the Head of the institution   Prof. (Dr.) Ignatius Topno,S.J.

- Designation   Principal

- Does the institution function from its own   Yes
  campus?

- Phone No. of the Principal   9304804084

- Alternate phone No.   06122567153

- Mobile No. (Principal)   9470552454

- Registered e-mail ID (Principal)   itopno@gmail.com

- Address   P.O. Digha Ghat

- City/Town   Patna

- State/UT   Bihar

- Pin Code   800011

2.Institutional status

- Autonomous Status (Provide the date of   11/10/2018
  conferment of Autonomy)

- Type of Institution   Co-education

- Location   Urban

- Financial Status   **Self-financing**

- Name of the IQAC Co-ordinator/Director   **Prof. (Dr.) Madhu Singh**

- Phone No.   **06122567153**

- Mobile No: **9931324970**

- IQAC e-mail ID   **madhu408singh@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)   hhttp://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/AQAR2021-2022.pdf

4.Was the Academic Calendar prepared for that year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: http://www.sxcepatna.edu.in/b_calendar.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**0**	**2004**	**04/11/2004**	**03/11/2009**
Cycle 2	**A**	**3.11**	**2010**	**04/09/2010**	**03/09/2015**
Cycle 3	**A**	**3.02**	**2016**	**25/05/2016**	**31/12/2023**

6.Date of Establishment of IQAC   **10/02/2005**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   View File

9.No. of IQAC meetings held during the year   3

- Were the minutes of IQAC meeting(s) and   Yes
  compliance to the decisions taken
  uploaded on the institutional website?

- If No, please upload the minutes of the   No File Uploaded
  meeting(s) and Action Taken Report

10.Did IQAC receive funding from any   No
funding agency to support its activities during
the year?

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

• Organized two flagship events: Inter College Swa-Rachit Kavita Vaachan Competition on Hindi Diwas (attracting 22 participants from diverse Indian states) and Fr. Jacob Memorial Inter-College Indoor Sports Meet-2023 (May 12-13, 2023), fostering cultural exchange, literary appreciation, physical education and inter-collegiate camaraderie.

Facilitated scholarships worth ?1,65,000 (?15,000 each) for 11 meritorious B.Ed. and M.Ed. students from AIWC Public Charitable Trust for Education on January 25, 2023.

Our M.Ed. students extended their learning beyond the classroom by visiting the state Council of Education Research and Training (SCERT), Patna, and a Rehabilitation Centre for Divyanjan, gaining invaluable insights into inclusive education practices.

Our institution actively participated in JAAI Milan Patna -2023, the 10th National Congress of Jesuit Alumni Associations of India (JAAI), at St. Xavier's High School in February 2023. Our B.Ed. students from the 2022-2024 session represented Bihar's rich Cultural heritage, fostering inter-institutional collaboration and showcasing our commitment to cultural preservation

Organized community outreach programs and initiatives aimed at addressing local needs and fostering social responsibility among students . These programs included awareness campaigns like Swacchata Abhiyan, Plantation Drive, Personal and Menstrual hygiene, and skill development workshops like clay modelling in schools.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Orientation programme for B.Ed. & M.Ed.	Orientation Programme for B.Ed. 2022-2024 was held on 17/10/2022 and the regular classes stared from 18/10/202. M.Ed. 2022-2024 orientation programme was held on 12/01/2023 and the regular classes began from 13/01/2023
Inter-College Swa-Rachit Kavita Vaachan Competition.	Our Institution organized the esteemed Inter College Swa-Rachit Kavita Vaachan Competition on the occasion of Hindi Diwas. A total of 22 contestants from diverse states across India participated fostering cultural exchange and literary appreciation.
Inter College Indoor/Outdoor Sports Meets.	Our college organized the Father Jacob Memorial Inter-College Sports Meet-2023 on May 12th and 13th 2023. In this meet, sixty-six participants from nine different teacher education college of Patna participated in three indoor games (Carrom, Chess, and Table Tennis)
Community /Outreach Programmes	Our M.Ed. :2021-2023 students extended their learning beyond the classroom by visiting the State Council of Education Research and Training (SCERT), Patna and Rehabiliation Centre for Divyanjan, gaining invaluable insights into inclusive education practices in the month of April 2023
To have a structured feedback analysis from various stakeholders (students, teachers	Feedback from the various stakeholders was collected and analysed, leading to

and alumni)	improvements in the programme.
To mentor and guide the 1st and 2nd batch of PhD scholars in completing their research.	Successfully mentored Ph.D. scholars from the inaugural batch of 12, guiding them toward timely completion of their research and the second batch students presented their PhD proposals.

13.Was the AQAR placed before the statutory body?   No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Was the institutional data submitted to AISHE ?   Yes

- Year

Part A	
Data of the Institution	
1.Name of the Institution	St. Xavier's College of Education
• Name of the Head of the institution	Prof. (Dr.) Ignatius Topno,S.J.
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Type of Institution	Co-education
• Location	Urban
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• Name of the IQAC Co-ordinator/Director	Prof. (Dr.) Madhu Singh

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9.No. of IQAC meetings held during the year	3

• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	**Yes**	
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10.Did IQAC receive funding from any funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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To have a structured feedback	Feedback from the various

analysis from various stakeholders (students, teachers and alumni)	stakeholders was collected and analysed, leading to improvements in the programme.
To mentor and guide the 1st and 2nd batch of PhD scholars in completing their research.	Successfully mentored Ph.D. scholars from the inaugural batch of 12, guiding them toward timely completion of their research and the second batch students presented their PhD proposals.

13.Was the AQAR placed before the statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Was the institutional data submitted to AISHE ?

Yes

- Year

Year	Date of Submission
2022-2023	19/03/2024

15.Multidisciplinary / interdisciplinary

At our college, where B.Ed. and M.Ed. programmes are offered, we embrace a multidisciplinary and interdisciplinary approach to education. This approach fosters holistic learning experiences and prepares our students to thrive in diverse professional settings. In addition to core pedagogical training, our curriculum incorporates value-added courses tailored to the specific needs of our students. For B.Ed. students, we offer soft skills training to enhance their communication, leadership, and interpersonal abilities. Similarly, M.Ed. students benefit from courses focused on digital literacy, equipping them with essential technological competencies for the modern educational landscape. Moreover, our institution integrates multidisciplinary

elements into core courses to promote a well-rounded educational experience. For enhancing professional capacities, we have courses like BEPC-1 on Reading and Reflecting Text and MEPC 1 on personality development and expository writing that incorporate insights from literature, psychology, and communication studies. Similarly, MEPC2 on Art and Drama in Education encourages students to explore creative teaching methodologies through hands-on activities such as creating, drama, and role-plays. Additionally, the emphasis on making the best out of waste encourages sustainability and environmental consciousness among students. By embracing a multidisciplinary and interdisciplinary approach, our college ensures that students receive a comprehensive education that goes beyond traditional disciplinary boundaries. This approach not only enriches their academic experience but also equips them with the diverse skill set needed to excel in today's dynamic educational landscape.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) emerges as a pivotal feature of the National Education Policy (NEP) 2020, revolutionizing the higher education landscape in India. Our institution is actively engaged in preparing for the implementation of ABC, aligning with the visionary goals outlined in NEP 2020. To facilitate a smooth transition, we prioritize understanding the key provisions of NEP 2020, particularly those concerning ABC. Through rigorous study and analysis, we aim to familiarize ourselves with the inherent flexibility offered by ABC, empowering students to select courses and institutions that best suit their academic aspirations. In collaboration with the AKU authorities, we are spearheading efforts to develop and implement ABC-related initiatives. This includes comprehensive course planning, enabling students to explore offerings across multiple institutions. Additionally, we prioritize skill development, maintaining accurate academic records, and fostering student engagement in extracurricular activities to enrich their educational experience. In line with the digitization drive, we are committed to making all library resources accessible on our website, ensuring seamless access to educational materials for students and faculty alike. Leveraging the expertise of industry professionals, we are dedicated to implementing ABC-driven initiatives effectively and efficiently. Through strategic planning, collaboration, and continuous improvement, we are poised to embrace the opportunities presented by ABC, empowering our students to thrive in the dynamic landscape of higher education.

17.Skill development:

Aligning student skill development with the National Qualification Framework (NQF) is a cornerstone of our educational approach at St. Xavier's College of Education. This endeavour involves a multifaceted strategy encompassing various essential steps to ensure comprehensive student growth and development. Our approach involves assessing understanding levels and identifying core competencies to tailor the curriculum effectively. We integrate diverse learning experiences, like project-based learning, to provide hands-on opportunities for real-world application Moreover, we recognize the importance of fostering soft skills alongside academic competencies. Through various initiatives and activities, such as cooperative learning, case study methods, and classroom presentations, we nurture skills such as communication, collaboration, critical thinking, and problem-solving, which are essential for success in the modern workforce. Internships for both B.Ed. and M.Ed. students enhance employability, while professional development programs and individualised learning plans cater to unique needs. Feedback and reflection are integral for continuous improvement, supported by our commitment to outcome-based education (OBE). In addition to our academic endeavours, we prioritise the cultivation of positive values through daily interreligious prayer services, fostering a supportive and inclusive community where students can thrive.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

We recognize the importance of integrating IKS into our curriculum to provide a comprehensive and culturally relevant educational experience. This integration is evident across various courses and activities within our institution. In our B.Ed. and M.Ed. programs, several course papers specifically focus on aspects of Indian knowledge systems. For instance, courses like BEPC 2 delve into Indian traditional art and craft, regional/folk dance, and drama, allowing students to explore the rich cultural heritage of India. Similarly, OC11, a course on environmental education, incorporates indigenous traditional knowledge and practices of sustainability, highlighting the indigenous wisdom in environmental conservation. Furthermore, courses such as BCC8 and MCC5 delve into Indian philosophies and thinkers, and Indian culture providing students with a deep understanding of the Indian knowledge and traditions of India. Students prepare projects and videos to cultivate a learning environment that celebrates Indian knowledge systems, fosters

cultural pride and equips our students with a well-rounded education that integrates the best of both traditional wisdom and modern pedagogical approaches. We promote cultural integration through various activities such as Cultural Events, where students showcase diverse cultural aspects of India. Moreover, we celebrate Mother Tongue Day to emphasize the importance of linguistic diversity and heritage languages. We promote the use of Indian languages alongside English as the medium of instruction, allowing students to engage with course content in their native languages, thus preserving linguistic diversity and fostering inclusivity.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Learning (OBL) is a pedagogical approach that prioritizes defining specific learning outcomes or competencies for students to achieve by the conclusion of a course or program. Our institution has been actively engaged in advancing Outcome-Based Education (OBE), focusing on what students should know and be able to demonstrate rather than solely on instructional content. Key steps have been taken towards OBE implementation, including: i Defining Learning Outcomes: Clear learning outcomes have been delineated, serving as the foundation for course design and assessment. ii Course Design: Courses are meticulously designed to align with established learning outcomes, ensuring coherence and relevance in educational delivery. iii Alignment with Institutional Goals: Learning outcomes are aligned with the broader institutional objectives, reinforcing the institution's mission and vision. iv Assessment Design: Rigorous assessment methods are developed to measure student attainment of learning outcomes effectively. Moreover, faculty members are actively involved in developing instructional designs, emphasizing student engagement and participation. Continuous feedback mechanisms exist, with students providing valuable input after the fourth semester. Continuous evaluation through mid-term and end-term examinations is conducted to foster students' continuous development. The institution remains committed to advancing OBE practices, recognizing it as a vital component in ensuring the holistic development and academic excellence of our students.

20.Distance education/online education:

At our college, we have embraced distance education and online learning to ensure continuity in education, particularly during challenging times. Leveraging various digital tools and platforms, we have implemented several initiatives to facilitate remote learning and engagement among students. One of

the primary tools we utilize is Google Classroom, a comprehensive platform that allows teachers to create and manage virtual classrooms. Through Google Classroom, students can access course materials, participate in discussions, submit assignments, and receive feedback from instructors. This platform serves as the central hub for our online learning activities, providing a structured and organized environment for both teachers and students. Additionally, we employ online quizzes using platforms like Quizizz and Google Forms to assess student understanding and progress. These interactive quizzes not only serve as assessment tools but also engage students in active learning and reinforce key concepts. Furthermore, we encourage discussions and collaboration among students through Google Classroom. Teachers facilitate online discussions on course topics, encouraging students to share their thoughts, ask questions, and engage in peer-to-peer learning. Moreover, we recognize the importance of timely communication and information dissemination. To ensure effective communication, we utilize messaging platforms like WhatsApp to share important updates, announcements, and reminders with students.

Extended Profile

1.Programme

1.1   **3**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1   **292**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2   **127**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3   **272**

Number of students who appeared for the examinations
conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1   **3**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2   **15**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1	**3**
Number of programmes offered during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1	**292**
Total number of students during the year:	

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2	**127**
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

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Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1	**3**
Number of courses in all programmes during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2 Number of full-time teachers during the year:	15

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3 Number of sanctioned posts for the year:	0

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
4.2 Total number of Classrooms and Seminar halls	12
4.3 Total number of computers on campus for academic purposes	66
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	2652035.55

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Curriculum design and development play a pivotal role in shaping students' educational experiences at our institution. We adhere to a comprehensive approach that ensures our curricula are relevant and aligned with local, national, regional, and global developmental needs. This alignment is reflected in the formulation of Programme Outcomes (POs), and Course Outcomes (COs) across all programs offered by the institution. The

curriculum of the college follows the Choice-Based Credit System (CBCS), which allows students to have more flexibility and control over their learning. Efforts are made to modify and up-to-date the curriculum annually regularly to make it more relevant to the local, national, regional, and global developmental needs. Being a professional college in the field of education, the trainees are given such types of skills which will empower them to change society tomorrow. The faculty members work on designing the first draft of the syllabus of the concerned courses through regular meetings and interactions with the heads of the departments and the principal. The feedback system is also taken into consideration in this process. Also, the syllabus of B.Ed. and M.Ed. is tried to be compatible with the various qualifying exams like CTET (Central Teacher Eligibility Test), STET (State Teacher Eligibility Test), and NET (National Eligibility Test), respectively.

File Description	Documents
Upload additional information, if any	No File Uploaded
Link for additional information	https://www.sxcepatna.edu.in/b_new/pdf/syllabus/BED2021.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

0

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	No File Uploaded
Details of syllabus revision during the year	No File Uploaded
Any additional information	No File Uploaded

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

40

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	**No File Uploaded**
MoUs with relevant organizations for these courses, if any	**No File Uploaded**
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

0

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	**No File Uploaded**
Any additional information	**No File Uploaded**
Institutional data in prescribed format (Data Template)	**No File Uploaded**

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

2

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

At our institution, we prioritize addressing cross-cutting

issues like professional ethics, gender, human values, environment, and sustainability in our curriculum, enhancing the educational journey for students.

Professional Ethics: Our curriculum includes modules dedicated to professional ethics, where students are introduced to ethical principles and codes of conduct relevant to their chosen fields. Through case studies and discussions, students explore ethical dilemmas and develop critical thinking skills.

Gender Studies: Gender issues are integrated into various courses across disciplines, fostering awareness and understanding of gender equality and equity. Through interdisciplinary perspectives, students analyze the social constructs of gender and explore strategies for promoting gender inclusivity and empowerment.

Human Values: Emphasis is placed on the cultivation of human values in courses like BCC10, MSC1, such as empathy, compassion, integrity, and respect for diversity. Value Added Course on Soft Skills encourages students to reflect on their personal values and ethical responsibilities towards others and society.

Environment and Sustainability: Courses on environmental studies and sustainability (OC11 & MCC12) highlight the interconnectedness between human activities and the environment. Students learn about environmental challenges, sustainable development practices, and their roles as stewards of the environment.

Social Responsibility: Students are encouraged to critically examine social issues for positive social change through project-based learning, role plays, and internships, which provide opportunities for students to apply their knowledge and skills to address community needs.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	No File Uploaded

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

2

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

135

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

230

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	B. Any 3 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	http://www.sxcepatna.edu.in/b_iqac.html#pub5
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	http://www.sxcepatna.edu.in/b_iqac.html#pub5
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

116

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

116

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Our foremost commitment lies in ensuring the academic success and holistic development of every student. We envision our graduates as skilled mentors, guiding young learners on their journey towards full human development. To achieve this, we prioritize personalized education, regularly assessing students' learning levels, and special programs to cater to both slow and advanced learners.

Our assessment process is comprehensive and varied, incorporating formative assessments, summative evaluations, contenttests, seminar presentations, group work, and continuous feedback mechanisms. By gathering data on students' strengths, weaknesses, and learning styles, we can effectively address their individual needs.

For students with slower learning progress, we adopt a proactive approach to identification, closely monitoring academic performance and analyzing assessment results. Upon identification, specialized programs are implemented, including tutoring sessions, personalized learning plans, and differentiated instruction, aimed at building confidence in their abilities.

Simultaneously, we recognize the importance of nurturing advanced learners. Through differentiated instruction, enrichment activities, independent research projects, competitions, and mentorship opportunities, we aim to keep these students engaged, motivated, and continually progressing. Our dedication to supporting both slow and advanced learners underscores our commitment to providing a nurturing and inclusive learning environment.

File Description	Documents
Upload any additional information	[View File]
Paste link for additional information	Nil

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
15/05/2023	292	15

File Description	Documents
Upload any additional information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

At our institution, we prioritize student-centred approaches to education, recognizing the importance of active engagement and experiential learning in fostering deep understanding and skill development. The integration of student-centric methods into our curriculum is supported by trained faculty, well-designed course materials, and modern teaching technologies.

Experiential Learning: Experiential learning is the basis of our pedagogical approach. Through hands-on activities, criticism classes in simulated ways, and immersive experiences, students actively engage with course material and apply theoretical concepts to practical situations. Internships, Field trips, and laboratory experiments are examples of experiential learning opportunities offered to students across various disciplines, enabling them to develop critical thinking skills, problem-solving abilities, and a deeper appreciation for the subject matter.

Participative Learning: Participative learning fosters collaboration, communication, and active participation among students. In our classrooms, we prioritize interactive discussions, group projects, and peer-to-peer learning activities. By encouraging students to share their perspectives, ask questions, and engage in meaningful dialogue, we create a

dynamic learning environment where diverse viewpoints are valued, and deeper understanding is achieved collectively.

Problem-Solving Methodologies: Problem-solving methodologies empower students to tackle complex challenges and develop innovative solutions. Through case studies, role-playing exercises, and problem-based learning projects, students confront real-world problems within their field of study.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	Nil

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

- Teachers at our institution are actively encouraged to enhance their skill sets through participation in SWAYAM and NPTEL courses. Similarly, students are urged to utilize platforms like INFLIBNET, Shodh Ganga and other Open-Source platforms for academic research and learning purposes. To foster a digital learning environment, the college provides consistent Wi-Fi service with a speed of 100 Mbps across the campus.

  Moreover, the institution holds memberships with the National Digital Library, ProQuest, and other online resources, facilitating digitalization efforts. Faculty members are motivated to create e-content, which is readily available on the college website. Our library is fully digitalized, equipped with barcoding and an RFID system, and has separate sections for B.Ed. and higher education students.

  Moreover, 90% of classrooms feature LCD projectors and laptops, complemented by a generator for uninterrupted power supply. We embrace social media, maintaining a college Facebook page and a Class WhatsApp group for sharing important updates and events. Additionally, teachers actively utilize Google Classroom, ensuring seamless communication and resource dissemination within

their classes. This concerted effort underscores our commitment to leveraging ICT for effective teaching and learning outcomes.

Furthermore, we utilize online tests through Quizizz and Google Forms to evaluate students' comprehension and advancement. These interactive tests function as assessment tools as well as a means of getting students involved in active learning and reviewing important ideas.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/232_2022.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

12

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

At our institution, meticulous preparation and adherence to the Academic Calendar and Teaching Plans are integral to ensuring a smooth and organized academic session.

The Academic Calendar, spanning one complete session, is a comprehensive document that serves as a roadmap for the academic year. It is made available to all stakeholders, including students and faculty, through the college website and staff notice board. The calendar includes essential information such as the teaching-learning schedule, dates of various events, holidays, and internal and external examination schedules for each semester.

The process of creating the Academic Calendar involves collaboration among the principal, Heads of Departments (HoDs), and other relevant stakeholders. Together, they carefully plan the schedule, considering factors such as available working days and the coverage of the curriculum for each subject.

Once the Academic Calendar is finalized, the principal and HoDs proceed to prepare the teaching plans and timetables for their respective departments. These plans ensure that the curriculum is covered effectively within the allocated time frame and that teaching activities are aligned with the overall objectives of the courses. Throughout the academic year, faculty members diligently adhere to the teaching plans outlined in the Academic Calendar.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

15

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	[View File](#)
List of the faculty members authenticated by the Head of HEI	[View File](#)
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

7

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

15

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

35

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	No File Uploaded

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	**No File Uploaded**
Upload any additional information	**No File Uploaded**

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The integration of Information Technology (IT) and reforms in examination procedures, including Continuous Internal Assessment (CIA), has significantly enhanced the Examination Management System (EMS) at our college. Led by the dedicated efforts of the examination committee, these initiatives have streamlined processes and improved overall efficiency.

The implementation of IT integration has revolutionized various aspects of the examination process. This includes the seamless generation of e-Admit cards, facilitating smooth transactions of fees, and issuing e-result cards promptly. Additionally, IT-enabled procedures have simplified the process of filling end semester examination forms, with timely notices to students regarding the same.

A notable aspect of our examination system is the incorporation of Continuous Internal Assessment (CIA). This holistic approach evaluates students' performance through mid-semester assessments and various classroom activities such as assignments, seminars, teaching practices, attendance, and field visits. The marks obtained through the CIA contribute significantly to the end-semester results, providing a comprehensive evaluation of student's academic progress and performance.

The integration of IT and examination reforms reflects our commitment to modernizing educational practices and enhancing the quality of assessment processes. These initiatives not only improve administrative efficiency but also ensure fairness, transparency, and accuracy in evaluating student achievements.

File Description	Documents
Upload any additional information	[View File]
Paste link for additional Information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

At our college, we prioritize student performance and learning outcomes as integral components of our educational framework. Through meticulous planning and implementation, we ensure that our academic programs align with Outcome-Based Education (OBE) principles, emphasizing Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).

Programme Outcomes and Course Outcomes for all our academic programs are clearly stated and prominently displayed on our institution's website. This transparent approach ensures that both teachers and students have easy access to the learning objectives and expectations associated with each program and course.

Furthermore, the curricula for all academic programs are designed with careful consideration of OBE principles. Printed copies of the curricula, complete with POs, PSOs, and COs, are available in every department. This facilitates effective communication of learning outcomes to both faculty members and students, enabling them to align their teaching and learning activities accordingly.

By adhering to OBE principles and ensuring clarity in learning outcomes, we strive to enhance student performance and promote meaningful learning experiences. Through regular assessment and evaluation processes, we monitor student progress and continuously strive to optimize learning outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	No File Uploaded
Link for additional Information	http://www.sxcepatna.edu.in/b_new/pdf/BED OC.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

At our college, the attainment of Programme Outcomes (POs) and Course Outcomes (COs) is a key focus of our educational approach. We have implemented various strategies to ensure that students achieve these outcomes effectively.

Firstly, we prioritize effective communication of POs and COs to our students. The curricula for all academic programs, complete with POs, Programme Specific Outcomes (PSOs), and COs, are uploaded on our institutional website and also displayed to students, ensuring clarity regarding the expected learning objectives.

To facilitate attainment, we have developed a systematic approach to curriculum coverage. The college adopts a strategy for the timely completion of syllabi, with deadlines communicated to both teachers and students through notices from the principal. This ensures that all essential topics are covered within the designated timeframe.

Furthermore, various assessment methods such as assignments, classroom presentations, quizzes, debates, and dissertations are carefully selected to align with the learning outcomes of each course. These activities provide opportunities for students to demonstrate their understanding and application of course content, ultimately contributing to the attainment of COs.

Under the guidance of the Head of the Department and with the support of faculty members, these strategies are implemented effectively to ensure that students not only understand the material but also achieve the intended learning outcomes.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional Information	**Nil**

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

126

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<u>View File</u>
Upload any additional information	**No File Uploaded**
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/271_2022.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

St. Xavier's College of Education is committed to cultivating an innovation ecosystem that promotes creativity, research excellence, and the transfer of knowledge within the education sector. As a leading institution offering B.Ed., M.Ed., and Ph.D. programs, we recognize the importance of fostering an environment conducive to innovation and scholarly inquiry.

Our research cell serves as the cornerstone of our innovation

ecosystem, providing a hub for academic inquiry and scholarly exploration. Faculty members and students actively participate in research projects aimed at addressing key challenges in education and proposing evidence-based solutions. Additionally, our college publishes a peer-reviewed biannual journal that serves as a platform for disseminating research findings and scholarly insights. We receive papers from educators and researchers across India, fostering collaboration and knowledge exchange on a national scale.

We encourage entrepreneurial thinking and innovation among our students. We provide mentorship, guidance, and support to students interested in exploring entrepreneurial ventures within the education sector, helping them develop innovative solutions.

Furthermore, we emphasize community-oriented initiatives that allow us to address the educational needs of our communities. Through outreach programs, we seek to make a positive impact and foster meaningful change.

We utilize diverse resources to foster innovation and research collaboration, emphasizing opportunities for students, faculty, and researchers in education advancement

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View File](#)
Provide URL of policy document on promotion of research uploaded on the website	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/311_2022.pdf
Any additional information	No File Uploaded

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	**No File Uploaded**
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	**No File Uploaded**
List of teachers receiving grant and details of grant received	**No File Uploaded**
Any additional information	**No File Uploaded**

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	**No File Uploaded**
List of teachers and details of their international fellowship(s)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	**No File Uploaded**
List of projects and grant details	**No File Uploaded**
Any additional information	**No File Uploaded**

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional Information	**Nil**
List of research projects during the year	**No File Uploaded**

3.2.3 - Number of teachers recognised as research guides

6

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	**No File Uploaded**
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	**No File Uploaded**
Paste link to funding agencies' website	**Nil**
Any additional information	**No File Uploaded**

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The Indian Knowledge System (IKS) and the importance of indigenous knowledge and customs are the main goals of the institution's innovation environment. IKS involves recognizing and valuing the rich tapestry of indigenous knowledge, practices, and traditions that have been integral to the

cultural and scientific heritage of India. The Institution fosters programmes, events, and training that emphasise IKS across all academic fields. By integrating IKS into the academic fabric , the institution ensures that students and faculty alike appreciate the depth and breadth of India's traditional knowledge systems. The college organised inter-college hindi swarachit kavita vaachan pratiyogita for promotion of IKS.

The institution promotes a culture of respect for intellectual property rights (IPR) and teaches the academic community about IPR. The organisation intends to create an incubation centre to support entrepreneurial endeavours financially, structurally, and with mentorship. Additionally, the ecosystem draws financial possibilities, commercial partnerships, and research collaborations, fostering a dynamic environment for cutting-edge research. The institution's dedication to innovation boosts its reputation among academics and establishes it as a force for good in the community.

The institution thus fosters innovation, embracing the Indian Knowledge System, and promoting responsible knowledge creation and transfer through strategic initiatives like raising awareness about IKS and IPR, thereby elevating its academic standing and fostering positive societal progress.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

1

File Description	Documents
Report of the events	No File Uploaded
List of workshops/seminars conducted during the year	No File Uploaded
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**B. Any 3 of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	**No File Uploaded**

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	**No File Uploaded**

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

2

File Description	Documents
List of research papers by title, author, department, and year of publication	**No File Uploaded**
Any additional information	**No File Uploaded**

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

1

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

0

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**No File Uploaded**
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

15760

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	No File Uploaded
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The college organizes several pragrammes and scholars wholeheartedly participate in social activities to eradicate social evils from society. Through our extension activities like communal harmony, cleanliness Campaign, recycling activity, visit to Asha Deep, a rehabilitation Center and college limits not to these activities but providing students to reach the

ground realities of education recently started to visit SCERT for M.Ed. students to understand better the practical aspects of education. As part of the commitment to the local community, the college makes arrangements to secure the right of the lower strata of society and get the proper care. Every year B.Ed. trainees conduct a survey on the socio-economic status of their locality. This helps to figure out the current structure of the society i.e. how many members are in the family, no. of children in the family, no. of earning members in the family, the nature of the family, the marital status of the family, and so on.

The aim of conducting this survey is to know the need of society and then guide the students to take a sensible decision that promotes the quality of life in society, we continuously work towards sensitizing students in respect of society through their internship.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

3

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	No File Uploaded
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

11

File Description	Documents
Reports of the events organized	**No File Uploaded**
Any additional information	[View File](#)

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1554

File Description	Documents
Reports of the events	[View File](#)
Any additional information	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

1

File Description	Documents
Copies of documents highlighting collaboration	[View File](#)
Any additional information	[View File](#)

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

8

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	[View File](#)
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	[View File](#)
Any additional information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The spacious 2.5-acre campus of St. Xavier's College of Education is meticulously kept to offer the best possible setting for academic activities including teaching, learning, and research. Our organization has the necessary infrastructure in place to efficiently support these initiatives.

Classrooms and Library: The college features 8 well-appointed classrooms, along with separate method classrooms tailored to facilitate specialized pedagogical training. These classrooms are designed to maximize comfort and enhance the learning experience, featuring ample ventilation, energy-efficient lighting, and ceiling fans. Additionally, each classroom is equipped with air conditioning units to ensure a conducive learning environment, especially during warmer seasons. Furthermore, our classrooms are equipped with modern amenities, including LCD projectors and collapsible screens, facilitating technology-friendly instructional delivery methods.

Moreover, our institution has two fully stocked libraries, providing students a comprehensive collection of e-books, supplemented by computers with internet access, printers, and photocopiers, enabling students to conduct research and access educational materials conveniently.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

Our institution features a multipurpose auditorium, serving as the focal point for cultural programs and various academic activities aimed at instilling cultural values and promoting artistic expression. The auditorium is utilized for integrating dance and drama into education, enhancing the learning experience through creative expression. We celebrate significant national occasions such as Independence Day, Republic Day, and Teachers' Day in the auditorium, fostering a sense of patriotism

and communal spirit among our students. Additionally, cultural diversity is celebrated through events like College Day and Christmas celebrations, promoting inclusivity and appreciation for different cultures.

Our institution is equipped with appropriate infrastructure for organizing sports and games, ensuring that our students have access to a wide range of sporting activities. Our facilities include all the necessary equipment for various sports such as football, basketball, volleyball, badminton, cricket, and table tennis. We have a dedicated room for physical and health education, serving as a resource centre for physical activities and promoting overall well-being. The college curriculum includes weekly sports sessions, physical exercises, and yoga classes, encouraging students to actively participate in maintaining their physical fitness and mental agility. Furthermore, student teachers are provided with basic knowledge and skills in various sports and activities, enabling them to organize and facilitate such events effectively.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

14

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

2788529.55

File Description	Documents
Upload audited utilization statements	**No File Uploaded**
Details of Expenditure, excluding salary, during the years	[View File](#)
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Automated Library Management: Our main library, located on the ground floor near the main building, spans an area of 3,510 sqft and boasts a seating capacity of 155. With a collection of 14,993 books, it caters to the diverse academic needs of our students and faculty members. Additionally, we have established departmental libraries for M.Ed. and Ph.D. students in January 2021, ensuring better access to relevant resources.

Advanced Automation: Since 2013, our library has been fully automated using the Integrated Library Management System (ILMS) software SOUL 3.0. This system streamlines routine library tasks through barcode technology, facilitating efficient management of resources and services.

Access to Electronic Resources: We provide access to electronic resources through INFLIBNET N-LIST and source e-books from open and free platforms managed by the CALIBRE Cross Platform open-source suite. These resources complement our physical collection, enriching the academic experience of our students and faculty.

Publication and Archiving: St. Xavier's College of Education contributes to academic discourse through the publication of the peer-reviewed bi-annual journal, the Journal of Research in Education. Articles published in the journal are archived using Zenodo, a general-purpose open-source resource repository developed under the European Open AIRE program. Zenodo ensures the preservation and accessibility of research-related digital artefacts, each assigned a persistent digital object identifier (DOI) for easy citation.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	**A. Any 4 or more of the above**

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	[View File](#)
Upload any additional information	[View File](#)

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

43214

File Description	Documents
Audited statements of accounts	[View File](#)
Any additional information	**No File Uploaded**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

35

File Description	Documents
Upload details of library usage by teachers and students	[View File](#)
Any additional information	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The college provides high-speed internet access throughout the campus via Wi-Fi, catering to the requirements of digital native students and faculty members. Over 13 locations, including classrooms, auditoriums, and ICT resource centres, are equipped with projectors and screens, facilitating multimedia-enhanced teaching and presentations.

To ensure uninterrupted internet connectivity, the institution subscribes annually to IT facilities, including Wi-Fi services from RainWire. Wi-Fi connection ports are strategically installed in key areas such as the library, building wings, ICT labs, and corridors, ensuring widespread accessibility for students.

Furthermore, the institution prioritizes student engagement by organizing them into small groups, ensuring equitable access to IT resources such as computer systems in labs. Security measures are also in place, with strict regulations prohibiting unauthorized access to WiFi connections and reinforcing data privacy and cybersecurity protocols.

There is a budget allocation under the infrastructure head, which includes IT facility updates too.IT subscriptions, the institution ensures timely renewal of connections as needed. Overall, St. Xavier's College of Education is committed to leveraging technology to enhance the learning experience and foster a digitally empowered educational environment while prioritizing security and accessibility for all stakeholders.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
292	50

File Description	Documents
Upload any additional information	**No File Uploaded**

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	**A. ?50 Mbps**

File Description	Documents
Details of bandwidth available in the Institution	[View File](#)
Upload any additional information	[View File](#)

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	**E. None of the above**

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**
List of facilities for e-content development (Data Template)	**No File Uploaded**

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

2652035.55

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	**No File Uploaded**

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers,

etc.

All the processes and systems for utilizing physical, academic, and support facilities are under the supervision of the principal and the concerned subject committee and their respective heads.

Classrooms and Building Maintenance: The institution prioritizes the upkeep of its physical infrastructure, ensuring classrooms and buildings are well-maintained and conducive to learning. Regular sanitation and cleanliness practices are implemented daily, with dedicated staff overseeing tasks such as plumbing, electrical maintenance, carpentry, and masonry. Routine tasks include tank cleaning, waste disposal, pest control, and overall campus upkeep. The college campus is adorned with lush green gardens, enhancing its aesthetic appeal and providing a serene environment for students and faculty.

Resource Centers and Laboratories: Resource centres and laboratories are diligently maintained under faculty supervision, with updated stock registers and regular equipment maintenance. The institution allocates a budget for the purchase of laboratory equipment in line with annual provisions and requirements, ensuring students have access to modern facilities for practical learning experiences.

Website Development and Maintenance: A portion of the budget is earmarked for the development and maintenance of the college website, reflecting the institution's commitment to staying technologically updated. The process of hiring external agencies for repair and maintenance work follows established procedures, ensuring transparency and efficiency in service delivery.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

0

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	No File Uploaded
Upload any additional information	No File Uploaded

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

3,85,000

File Description	Documents
Upload any additional information	No File Uploaded
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	E. None of the above

File Description	Documents
Link to Institutional website	Nil
Details of capability development and schemes	No File Uploaded
Any additional information	No File Uploaded

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

134

File Description	Documents
Any additional information	[View File](#)
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	**E. None of the above**

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**
Upload any additional information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

31

File Description	Documents
Self-attested list of students placed	[View File](#)
Upload any additional information	[View File](#)

5.2.2 - Number of outgoing students progressing to higher education

3

File Description	Documents
Upload supporting data for students/alumni	[View File](#)
Details of students who went for higher education	[View File](#)
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT GRE/ TOEFL/Civil Services/State government examinations) during the year

File Description	Documents
Upload supporting data for students/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

0

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

In keeping with its motto, "For God and Country," St. Xavier's College of Education maintains a dedication to holistic student development and active student representation in a variety of academic and administrative spheres.

Student Council and Representation: The institution fosters an environment conducive to student engagement and participation, with an active Student Council comprising exemplary students from diverse backgrounds. Additionally, other students with expertise and interests are included in various committees to contribute to institutional activities. These student representatives actively contribute to co-curricular and extracurricular initiatives, playing a pivotal role in enhancing the college's image in society.

Administrative Involvement: Students are actively engaged in statutory committees such as the Internal Quality Assurance Cell (IQAC) and Grievance Redressal Committee, ensuring their voices are heard in decision-making processes. During student induction programs, they are briefed on the institution's functioning and their roles, fostering a sense of ownership and responsibility. Students participate in administrative committees, ranging from prospectus creation to various operational tasks, facilitating a smooth and student-friendly administrative process.

Impact and Feedback: The Student Council plays a crucial role in providing feedback from students to the institution, ensuring their concerns and suggestions are addressed effectively. This collaborative approach enhances transparency and fosters a conducive learning environment, enabling seamless processes such as admissions, scholarship applications, and student support services.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

5.3.3 - Number of sports and cultural events / competitions organised by the institution

10

File Description	Documents
Report of the event	**No File Uploaded**
List of sports and cultural events / competitions organised per year	[View File](#)
Upload any additional information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Our Institution takes great pride in fostering a strong and vibrant alumni community, which plays a pivotal role in the institution's ongoing development and success. With a registered Alumni Association and functional Chapters in various locations, our alumni are actively engaged in contributing to the institution's growth and welfare, aligning with our motto, "For God and Country." The Association's main aim is to "Learn, Earn and Return."

Contribution to Academic Support: Alumni play a significant role in supporting current students through academic initiatives. Leveraging their expertise and experiences gained during their time at the institution, alumni regularly participate in guest lectures, workshops, and seminars. These sessions provide invaluable insights into industry trends, practical applications of academic concepts, and guidance on career pathways. By sharing their knowledge, alumni bridge the gap between academic theory and real-world scenarios, enriching the educational experience for current students.

Inspiration and Motivation: Alumni success stories serve as a source of inspiration and motivation for current students. As individuals who have walked the same halls and faced similar academic challenges, alumni offer a unique perspective on the journey from student to professional. Their achievements demonstrate the diverse opportunities available beyond the classroom, inspiring students to strive for excellence and pursue their goals with determination.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

5.4.2 - Alumni's financial contribution during the year	E. <2 Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

St. Xavier's College of Education's governance, leadership, and management, are firmly aligned with its mission and vision that has guided its illustrious journey spanning over three decades. At the helm of affairs is the Governing Body, the apex executive body of the institution, comprising distinguished members who bring invaluable expertise and insight to the table.

Effective Leadership and Decision-Making: The governance structure reflects effective leadership, with decisions taken through meticulous deliberation by the Governing Body, in collaboration with the Principal and Treasurer. This ensures that strategic initiatives and policies are in harmony with the institution's overarching vision and mission, fostering a cohesive and purposeful direction for the college.

Empowering Academic Leadership: The Governing Body empowers the Academic Council, entrusting it with the responsibility of spearheading all academic endeavours. Led by the Principal, who serves as the chief executive and administrator, the Academic Council operates through various committees, composing the seamless execution of diverse functions within the college.

Collaborative Approach: Embracing a collaborative approach, the leadership fosters an environment of inclusivity and shared decision-making, wherein stakeholders are actively engaged in

shaping the institution's destiny. This participatory ethos ensures that all voices are heard, and decisions are made with the collective well-being of the college at the forefront.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Participative Management: The institution embraces a participative management approach, wherein faculty members are actively involved in various administrative roles. Decisions are made democratically, with input from all stakeholders, ensuring a sense of ownership and accountability among the faculty.

Decentralized Decision-Making: Decentralization is a cornerstone of the institution's governance framework, with departments operating autonomously under the leadership of two Heads of Departments (HoDs) for each academic department. This decentralized structure enables swift and efficient resolution of academic matters and other departmental issues.

Inclusive Decision-Making Processes: Academic matters, including curriculum construction and revision, are deliberated upon extensively by the Board of Studies, comprising faculty members from diverse disciplines. Suggestions and recommendations from departmental meetings and the Board of Studies are carefully considered and endorsed by the Academic Council, ensuring a collaborative and inclusive decision-making process.

Executive Oversight: The Governing Body, as the executive authority, provides oversight and guidance, ensuring alignment with the institution's mission, vision, and fiscal health. The Governing Body monitors the institution's activities, fostering a culture of excellence and continuous improvement.

File Description	Documents
Upload strategic plan and deployment documents on the website	[View File](#)
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Our institution has a well-defined Strategic/Perspective Plan (2018-2025), aligning with its vision and mission.

Vision: To build an egalitarian society based on justice, freedom and harmony through our teacher-trainees, extension service and research.

Mission: To train well-motivated teachers, who will be intellectually competent, morally upright, socially committed and spiritually inspired, in order to become instruments of social transformation, and to find new ways and means to teaching-learning process.

Strategic Objectives

1. Enhance academic excellence

2. Foster research and innovation

3. Promote inclusivity and diversity

4. Improve infrastructure and resources

Key Strategies

1. Curriculum revision and update

2. Faculty development programs

3. Student entrepreneurship and skill development

4. Infrastructure upgrades (technology, facilities)

Monitoring and Evaluation

1. Annual progress reviews

2. Bi-annual assessment of key performance indicators (KPIs)

3. Stakeholder feedback mechanisms

Outcomes and Impact

1. Improved student outcomes (placement, higher education)

2. Increased research publications and grants

3. Improved infrastructure and facilities

4. Stronger institutional reputation

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/pplan2022.pdf
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

St. Xavier's College of Education operates with efficient and effective institutional bodies, ensuring smooth governance and adherence to established policies and procedures.

Governing Body Oversight: The college is governed by a robust governing body, comprising members including the UGC representative,the university representative, the principal, and the treasurer. This body deliberates on administrative and financial matters, ensuring decisions are made with careful consideration and due diligence.

Principal's Leadership: As the chief executive and administrator, the principal is pivotal in coordinating all college activities. As the governing body's secretary, the principal provides valuable insights and expertise facilitating

informed decision-making.

Academic Council and Committees: Under the leadership of the Principal, the Academic Council operates through various committees, overseeing diverse functions of the institution. This structured approach ensures the efficient execution of academic activities and initiatives.

Organizational Structure and Policies: The college boasts a well-defined organisational structure, complemented by service rules, recruitment procedures, and promotional policies aligned with UGC and NCTE regulations. These policies provide a framework for fair and transparent governance, fostering accountability and professionalism.

File Description	Documents
Paste link to Organogram on the institution webpage	http://www.sxcepatna.edu.in/b_organ.html
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	C. Any two of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	No File Uploaded
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The following facilities are available to all permanent teaching

and non-teaching staff:

- **Contributory Pension Scheme(CPS)**
- **Employees Provident Fund (EPF)**
- **Encashment of earned leave on retirement.**
- **Faculty are covered under gratuity by retiring faculty as per college norms.**
- **The college has provision for admissions of eligible wards of employees.**
- **Subsidy in fees for staff children's education.**
- **Campus Clinic and medical check-up facility.**
- **Financial assistance is provided to the faculty to attend National and international seminars and conferences.**

Apart from the monetary welfare measures that are being provided, the following non-monetary welfare measures are also made available to both teaching and non-teaching staff.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

1

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<u>View File</u>

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

0

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	**No File Uploaded**
Upload any additional information	**No File Uploaded**

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

3

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institution only conducts the external audit on a yearly basis by the chartered accountant appointed by it. The audit reports are properly maintained and present for future reference.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	**No File Uploaded**
Any additional information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Our institution has implemented multifaceted strategies for resource mobilization and optimal utilization:

Resource Mobilization Strategies:

1. Student Fees: The primary source of income, ensuring sustainable operations.

2. Philanthropic Support: Collaborations with philanthropists providing essential resources for students.

3. Alumni Engagement: Encouraging donations and support.

5. Consultancy Services: Expert lectures/workshops, academic advisors for external organizations.

Optimal Resource Utilization:

1. Resource Sharing: PhD scholars from other universities share our library facilities.

Future Plans:

1. Diversifying revenue streams through entrepreneurship initiatives.

2. Expanding alumni engagement.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	**Nil**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC at St. Xavier's College of Education was constituted on 10/02/2005. Since then, it has been performing the following tasks regularly: Improvement in the quality of teaching and research by regular inputs to all concerned based on feedback from students. Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in the institution.

One of the best practices in April 2023 was that our M.Ed. students visited the State Council of Education Research and Training (SCERT), Patna, and a Rehabilitation Centre for Divyanjan, extending their learning and gaining invaluable insights into inclusive education practices.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC continuously reviews and takes steps to improve the quality of the teaching -learning process.

Evaluation of teachers by students:

The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Management also monitors the feedback system and takes appropriate corrective actions.

Research Publications, Consultancy and Awards:

The Research Journal of our college "Journal of Research in Education" has been allotted with Impact factor of 3.249/10 based on International Citation Report (ICR) for the year 2022-2023. It is a bi-annual, being regularly published by our college.

28 research articles have been published by our faculty members either in the peer reviewed journals or CARE list journals. 7 of our second batch of Ph. D. scholars have successfully completed their course work.6 of the members from the M.Ed. section were among the sought-after teachers for the orientations programmes for the teachers either in the schools or in the DIET centers in Bihar. 4 of the faculty members have been awarded by the different organizations for their valuable contributions in the field of education.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	B. Any 3 of the above

File Description	Documents
Paste the web link of annual reports of the Institution	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/653_2022.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	No File Uploaded
Upload any additional information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution recognises the importance of fostering an inclusive and equitable learning environment and has taken significant strides by initiating and implementing measures to promote gender equity. This commitment aligns with the institution's core values of diversity, equality, and social responsibility, ensuring that all academic community members have equal opportunities for learning, growth, and success.

Our institution has integrated gender issues into various courses across disciplines, fostering awareness and understanding of gender equality and equity. Through interdisciplinary perspectives, students analysed the social constructs of gender and explored strategies for promoting gender inclusivity and empowerment.

Initiatives (2022-23)

1. A sexual harassment celland anti-ragging committee are there to ensure a safe environment.
2. Implemented a zero-tolerance policy towards harassment.
3. Celebrated International Women's Day (2023)
4. Provided accessible counselling services and promoted mentorship regardless of gender.
5. Installed sanitary napkin vending machines for student convenience.
6. Offered scholarships to economically weak female students in collaboration with AIWC (All India Women's Conference).
7. Conducted outreach programs and ensured secure hostel facilities for female students.

Plans for 2023-24

1. Enhance outreach programs and community engagement. 2. Strengthen existing committees and policies.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	http://www.sxcepatna.edu.in/b_variouscom.html

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	C. Any 2 of the above

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

By using efficient waste management practices, St. Xavier's College of Education maintains its institutional principles of social responsibility and environmental care.

Solid Waste Management: The college maintains a clean campus environment with a comprehensive waste disposal system. Separate bins for degradable and non-degradable wastes are strategically placed across the campus. Regular waste generated from academic and administrative activities, including paper, glass, and packaging materials, is appropriately segregated and disposed of in designated waste bins. Our institution has embraced a plastic-free campus initiative, encouraging students and staff to minimize plastic usage.

Liquid Waste Management: Liquid waste, primarily from washrooms, is efficiently managed through underground drainage systems. Sewage waste is channelled into underground chambers, where it naturally seeps into the soil, promoting groundwater recharge and minimizing environmental impact.

Waste Recycling System: Emphasizing the importance of recycling, the college promotes sustainable waste management practices. Recycling initiatives focus on materials like paper, plastic,

glass, and metals, diverting them from landfills and reducing the demand for new raw materials. By establishing recycling facilities, educating stakeholders on waste separation, and implementing incentive policies, the college contributes to resource conservation and environmental sustainability.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	**No File Uploaded**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	C. Any 2 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	D. Any 1 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human	C. Any 2 of the above

assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	<u>View File</u>
Policy documents and brochures on the support to be provided	**No File Uploaded**
Details of the software procured for providing assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

As a leader in inclusivity, St. Xavier's College of Education promotes harmony, tolerance, and respect for people from different socioeconomic, cultural, and linguistic backgrounds. Our organization is dedicated to fostering an atmosphere in which each person is accepted and feels important. Our institution fosters tolerance, harmony and inclusivity, celebrating India's rich diversity.

Cultural Diversity

1. Teachers' Day and College Day (Dec 3) cultural events showcasing various Indian states.
2. Traditional attire encouragement.

Linguistic Diversity

1. Non-discrimination policy for Hindi medium students.
2. Bilingual instruction process (English and Hindi).
3. Encouraging Indian languages in cultural programs.

Socio-Economic Diversity

1. Scholarships for economically disadvantaged students.
2. Free coaching for competitive exams.
3. Soft skill training for employability.

Communal Harmony

1. Interfaith prayers in assembly.
2. Community service projects (e.g., plantation, cleanliness drives).

Inclusive Infrastructure

1. Accessible facilities for differently-abled individuals (ramps, lifts, toilets).
2. Common rooms for both genders.
3. Prayer/meditation rooms.

Additional Initiatives

1. Anonymous feedback mechanism.
2. Student counselling services.
3. Inclusive sports and recreational activities.

Outcomes

1. Enhanced student satisfaction.
2. Stronger community ties.
3. Empower students from diverse backgrounds.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institution recognized the significance of role models in shaping values and behaviours. Therefore, leaders and faculty members serve as exemplars, embodying constitutional values in their actions and decisions. This creates a culture where adherence to constitutional principles is not just a theoretical concept but a lived reality, influencing the institutional ethos and the conduct of its members.

Awareness of constitutional obligations is woven into the academic curriculum, ensuring that students across disciplines receive exposure to constitutional studies. This interdisciplinary approach allows students to connect constitutional principles with their specific fields of study,

fostering an appreciation for the relevance of the Constitution in diverse aspects of life for employees. Sensitization is not confined to the academic realm. Orientation programs, workshops, and professional development sessions incorporate discussions on constitutional obligations within the workplace. This includes fostering a culture of inclusivity, equality, and respect for diversity and aligning organizational practices with constitutional values.

The institution leverages digital platforms and communication channels to disseminate information on constitutional values, rights, and duties. Regular updates, newsletters, and online resources ensure that members of the academic community stay informed and engaged with constitutional matters.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	[View File](#)
Any other relevant information	No File Uploaded

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St. Xavier's College of Education embraces the spirit of unity, nationalism, and cultural heritage by commemorating national and international events and festivals. These celebrations serve to instill a sense of pride, patriotism, and awareness among students and staff, fostering a harmonious and vibrant campus atmosphere.

National Events: The college observes significant national days such as Independence Day and Republic Day with grandeur and fervor. These occasions are marked by flag-hoisting ceremonies, patriotic songs, and cultural performances, inspiring students to honour their country's rich history and heritage.

International Observances: International events like International Women's Day, International Yoga Day, and World Environment Day are celebrated to promote global awareness and solidarity. These events often feature workshops, seminars, and interactive sessions, encouraging students to engage with global issues and perspectives.

Cultural Heritage: The college commemorates cultural festivals like Hindi Diwas and Dr. Bhim Rao Ambedkar Jayanti, highlighting India's linguistic and social diversity. Through cultural programs, exhibitions, and competitions, students gain a deeper appreciation for their cultural roots and traditions.

Scientific Endeavors: National Science Day and Mathematics Day are celebrated to honour the contributions of Indian scientists and mathematicians. Through exhibitions and interactive sessions, students explore the wonders of science and

mathematics, fostering a spirit of curiosity and innovation.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

1. Title of the Practice

Innovative Pedagogical Approaches for Holistic Student Development

1. Objective

The objective of innovative pedagogical approaches is to cultivate holistic student development by transcending conventional teaching methods. Through interactive and technology-infused strategies, the aim is to nurture critical thinking, creativity, and problem-solving skills. These approaches prioritize diverse learning styles, foster a comprehensive understanding of subjects, and emphasize social and emotional learning for improved interpersonal skills. By promoting a dynamic and engaging learning environment, the goal is to equip students with the versatility and resilience needed to thrive in a rapidly evolving world, ensuring their holistic development beyond academic achievements.

1. The Context

In the realm of education, innovative pedagogical approaches are becoming imperative for fostering holistic student development. Beyond traditional teaching methods, these approaches prioritize a comprehensive learning experience that goes beyond academic excellence. Integrating technology, project-based learning, and interactive methodologies, educators aim to nurture critical

thinking, creativity, and problem-solving skills in students. By tailoring instruction to diverse learning styles, these approaches promote a deeper understanding of subjects and encourage lifelong learning. Furthermore, emphasis is placed on social and emotional learning, fostering empathy, communication, and collaboration among students. Ultimately, the adoption of innovative pedagogical approaches reflects a commitment to shaping well-rounded individuals equipped with the skills and mindset necessary for success in an ever-evolving global landscape.

File Description	Documents
Best practices in the Institutional website	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/7212022.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

St. Xavier's College of Education (Autonomous), Patna came into existence in the year 1988. Ever since its inception, one of the priorities and the thrust is to cater to the needs of those who are not belonging to the creamy layer. The college keeps in mind this aspect at the time of admission in the college in B.Ed. as well as for the M.Ed. courses. The faculty members accompany the students especially those who are in need. During the mentoring, most of the students have the time to share with the mentee their own areas of growth and development. The B.Ed. and M.Ed. students are accompanied them during internships at different schools. Besides, all the above, the both tries its best to bring up quality in education inculcating students some of the values that will make them different among the rest of the students. The students have enough opportunity to grow according to their own capacity and ability. There is lot of extra -curricular activities among the trainees so that they grow in the area that is hidden and unrealized. They are responsible to conducting the college during cultural programmes. This gives an opportunity for them to become better leaders for future.

File Description	Documents
Appropriate link in the institutional website	http://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/7312022.pdf
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The upcoming academic year, commencing in July 2024 signifies the commencement of new batches for the B.Ed. (2024-2025) and M.Ed. (2024-2025) programs at our college. For the forthcoming academic term, several initiatives have been devised to cater to the needs of four batches of students (two B.Ed. and two M.Ed.) and Ph.D. scholars. A highlight includes an educational excursion to a historical site in Bihar, with a focus on showcasing Patna's heritage, particularly beneficial for out-of-town students. Additionally, M.Ed. students are scheduled to organize a seminar. Moreover, preparations are underway for the college's fourth-cycle NAAC accreditation. An inter-college debate competition is also being planned, fostering academic engagement among B.Ed. colleges. A faculty orientation program precedes the academic year, enhancing pedagogical approaches and organizational readiness. Notably, as an autonomous institution, management endeavours include initiating the process for introducing an M.A. in Education program. These endeavours collectively aim to enrich the academic experience, foster holistic development, and uphold our commitment to educational excellence.