YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

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

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

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   9304804084

- Mobile No: 6201161517

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

- Alternate Email ID   sxcepatna@gmail.com

- Address   Digha Ghat, Patna

- City/Town   Patna

- State/UT   Bihar

- Pin Code   800011

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution   Co-education

- Location   Urban

- Financial Status · · · · · · · · · · · · · · · · · **Self-financing**

- Name of the Affiliating University · · · · · · **Aryabhatta Knowledge University, Patna**

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

- Phone No. · **06122567153**

- Alternate phone No.(IQAC) · · · · · · · · · · · **6201161517**

- Mobile (IQAC) · · · · · · · · · · · · · · · · · · · **9931324970**

- IQAC e-mail address · · · · · · · · · · · · · · · **sxceiqac@gmail.com**

- Alternate e-mail address (IQAC) · · · · · · · **madhu408singh@gmail.com**

3.Website address · · · · · · · · · · · · · · · · https://www.sxcepatna.edu.in/b_iqac.html

- Web-link of the AQAR: (Previous Academic Year) · · · · · · · · · · · · · · · · https://www.sxcepatna.edu.in/b_new/pdf/aqar_iqac/AQAR2022-2023.pdf

4.Whether Academic Calendar prepared during the year? · · · · · · · · · · · **Yes**

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

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**83.50**	**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 funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8.Whether composition of IQAC as per latest NAAC guidelines   Yes

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   4

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

- (Please upload, minutes of meetings and action taken report)   View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

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

i We organized a 3-day Virtual Faculty Development Program in collaboration with St. Xavier's Institute of Education, (Autonomous), Patna. ii Six of our Faculty successfully guided the first batch of 12 Ph.D. scholars through their Ph.D. VivaVoce Examination and the third batch of Ph.D. scholars commenced their coursework. iii Installed Rain Water Harvesting (RWH) and Solid-Liquid Waste Management units to enhance infrastructure and promote sustainability. iv Facilitated faculty research and achievements, including Five faculty members (Dr. Deep Kumar, Dr. Shobha, Dr. Smita Paschal, Dr. Shanti Kishori Singh, Dr. Benilalit Minj) were awarded Ph.D. degrees. Two others (Dr. Vikramjit Singh and Dr. Nimisha Srivastava) published papers in Scopus-indexed and UGC-CARE-listed journals. v Initiated curriculum enhancement based on Outcome-Based Education (OBE) by incorporating Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) into

all academic programs, including mainstream and certificate courses.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To have a structured feedback analysis from various stakeholders	Feedback from the various stakeholders was collected and analysed, leading to improvements in the programme.
To mentor and guide the 1st batch of 12 Ph.D. scholars in completing their research.	Six of our faculty successfully guided the first batch of 12 Ph.D. scholars through their Ph.D. Viva Voce Examination.
To ensure the timely commencement of course work for the new batch of Ph.D. students.	Coursework for the third batch of Ph.D.students commenced on 08.01.2024 demonstrating a steady progression in the Ph.D. programme at the college.
To encourage faculty members to pursue advanced research degrees and publish research papers in reputable journals.	Faculty research and achievements were facilitated, resulting in: - Six faculty members (Dr. Deep Kumar, Dr. Smita Paschal, Dr. Shanti Kishori Singh, Dr. Shobha, Dr.Benilalit Minj) obtained Ph.D. degrees. - Two faculty members Dr. Vikramjit Singh and Dr.Nimisha Srivastava published research papers in Scopus-indexed and UGC-CARE-listedjournals.
To strengthen learning outcomes of B.Ed. and M.Ed. programmes.	The curricula for the B.Ed. and M.Ed. programmes were enhanced by updating programme outcomes, programme-specific outcomes, and course outcomes. Revisions include the addition of Samagra Shiksha Abhiyan, NCFSE-23, Assistive Technologies, Digital Resources, and Indian Sign Language to the M.Ed. programme,

	and Media and Gender Representation, Life Skills and Gender Equality, Digital India, DigiLocker, ABC ID,etc. to the B.Ed. programme.
To enhance institutional infrastructure and promote sustainability through the installation of eco-friendly facilities.	Successfully installed Rain Water Harvesting (RWH) and Solid-Liquid Waste Management units, enhancing the college's infrastructure and promoting sustainability.
To enhance accessibility and inclusivity in the institution by installing railings.	Railings were installed to ensure safe access for differently-abled individuals
To familiarize faculty members with the latest AI applications and technologies in social sciences research.	Conducted FDP on AI

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
BOARD OF STUDIES	21/09/2024

14.Whether institutional data submitted to AISHE

Part A	
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• IQAC e-mail address	sxceiqac@gmail.com
• Alternate e-mail address (IQAC)	madhu408singh@gmail.com
3.Website address	https://www.sxcepatna.edu.in/b_iqac.html
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- Name of the statutory body

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14.Whether institutional data submitted to AISHE

Year	Date of Submission
Yes	08/01/2025

15.Multidisciplinary / interdisciplinary

Our institution is dedicated to adopting a multi-disciplinary approach within teacher education, integrating diverse fields and perspectives to offer a comprehensive learning experience. We bring together pedagogy, psychology, philosophy, sociology, and subject-specific knowledge, creating a holistic and enriched educational program. Our curriculum features core courses that blend these multiple disciplines, including ICT and Technology Education, Inclusive Education and Gender, School, and Society. In addition, we offer elective courses (OC-11) for B.Ed. program that promotes interdisciplinary learning, such as Environmental Education and Guidance and Counseling. To further enhance

students' holistic development, we provide value-added courses on Soft Skills (for B.Ed. students) and Digital Literacy (for M.Ed. students). Our institution also actively encourages interdisciplinary research aimed at addressing complex educational challenges. Notable examples of this are the Ph.D. research works on 'Neurological andPsychosocial Correlates of Children with Learning Disabilities', 'Effect of Synectics model of teaching on linguistic creativity and writing skill and achievement in English at secondary school stage', and 'Pedagogical issues classroom climate and attitude towards teaching English among government secondary school teachers'. To promote multidisciplinary engagement among students, we celebrated Hindi Pakhwara by organizing an inter-college quiz competition based on Hindi literature, as well as inter-house debate and poster competitions centered around various educational themes. Additionally, our guest lecture series fosters a multidisciplinary outlook. One notable example is the talk on 'Women's Rights and Law ' by Ms. Shruti Singh, a distinguished lawyer, which highlighted the intersection of legal and social studies with gender equality. Another significant event was a session on Health Awareness by Dr. Ajay Krishna, which provided valuable insights into health and well-being, emphasizing the connection between education and health science. These initiatives reflect our institution's commitment to multidisciplinary learning, equipping future educators with a broad understanding of complex issues and preparing them to navigate diverse challenges in their professional roles.

16.Academic bank of credits (ABC):

As per the current UGC guidelines, the Academic Bank of Credits (ABC) is one of the most important aspects in students' enrolment and completion of any educational program. The CBCS nature of our course itself makes it mandatory to join this initiative. Upon joining the institution, all students are mandatorily registered for the Academic Bank of Credits (ABC) ID, if not already registered. The students submit their ABC ID details to the college, which are then forwarded to the university. The college maintains accurate records of students' ABC IDs for institutional purposes and future reference. Assignments and enrolment of ABC ID are made sure for all students in the B.Ed., M.Ed., and PhD programs. Allotment of ID makes the students' future secure for the functioning of their ABC accounts in the future. They can keep on adding credits to their accounts by joining other credit-based courses available on SWAYAM-like platforms. They can also use the ABC ID for enrolment in future

courses, add-on courses, online courses, etc. This practice is based on our motto to keep the students ready for the upcoming multiple entry and multiple exit schemes as well as for the transfer of credits as per their needs.

17.Skill development:

Our institution places a strong emphasis on skill development for future educators, focusing on the following areas: Pedagogical skills: Developed through micro-teaching, simulation, and practice teaching sessions and internship programmes (SCERT visit) ICT and Digital Literacy Skills: Fostered through the BEPC3 course on ICT and Technology Education for B.Ed. students and Digital Literacy(Add on Course) for M.Ed. students. Inclusive education skills: Nurtured through courses like Inclusive Education (BCC6), Guidance and Counseling (BOC11) for B.Ed. students, and MSC1 for M.Ed.students and a visit to Asha Deep Rehabilitation Centre forDivyanjan. Research skills: Enhanced through Ph.D. research projects, M.Ed. dissertations, and research methodology courses. Soft skills: Including communication, leadership, time management, and stress management, developed via a value-added course on SoftSkills Communication skills: Cultivated through classroom presentations and group discussions. Critical thinking, problem-solving, and decision-making skills: Encouraged through case studies, discussions, and project-based learning. Collaboration and teamwork skills: Built through group assignments and cooperative learning activities. Community engagement and social responsibility: Promoted through outreach programs and service-learning initiatives. Sustainable practices and lifestyle skills: Integrated into courses like OC11 and MCC12, encouraging environmentally conscious behaviors. Art and Drama Skills: The BEPC2 course on Art and Drama in Education within the B.Ed. the program encourages students to explore creative teaching methodologies through hands-on activities such as crafting, drama, and role-plays. To remove the stage-fear and inculcate necessary creativity skills all the students are motivated to participate in cultural programs. Our comprehensive focus on skill development equips students with the competencies needed to become effective educators, researchers, and leaders in the field of education.

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

Building on our commitment to integrating Indian Knowledge Systems (IKS) into our curriculum, we have enriched our programs

to provide a comprehensive and culturally responsive educational experience. Our B.Ed. and M.Ed. programs feature core courses that explore various aspects of IKS, including: Indian traditional art, craft, regional/folk dance, and drama (BEPC2) Indigenous traditional knowledge and practices of sustainability (OC11) Indian philosophies, thinkers, and culture (BCC8 and MCC5) To develop a comprehensive understanding of rich Indian culture especially the culture of Bihar, the students, prepare projects based on local art, craft, music, and cuisine. They also make Madhubani, Warli, and Mandala paintings. These courses empower students to explore and appreciate India's rich cultural heritage through project-based learning, including the creation of videos and presentations that celebrate IKS and foster cultural pride. We further promote cultural integration through initiatives such as: Cultural Events that showcase India's diverse cultural traditions and heritage. Mother Tongue Day celebrations, emphasizing the importance of linguistic diversity and preserving heritage languages. Use of Indian languages alongside English as a medium of instruction, fostering linguistic diversity and inclusivity. Looking ahead to the 2024-25 academic year, we have planned additional initiatives to further integrate IKS into our programs, including: A seminar on 'Ethical Considerations in the Digital Age: Insights from the Indian Knowledge System,' organized by M.Ed. scholars in collaboration with IQAC on September 11, 2024. An essay competition on Hindi Diwas (September 14, 2024) on the theme '?????? ????? ?????? ?? ??????? ??? ??????? ??? ????? ??????? ?? ??????' (The Role of Hindi Literature in the Preservation and Promotion of Indian Knowledge Traditions). Our commitment to integrating IKS prepares educators to seamlessly blend traditional wisdom with modern pedagogical approaches, fostering a culturally responsive and inclusive learning environment.

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

Our institution has fully embraced Outcome-Based Education (OBE) to ensure that our programs align with both professional requirements and student aspirations. The curricula for our B.Ed., M.Ed., and Ph.D. programs are designed around Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), which are developed based on the evolving educational needs and relevance of our courses. We emphasize the importance and relevance of OBE to our students during their Induction Programme and in departmental sessions. Hard copies of the curricula, including POs, PSOs, and COs, are made readily available in all departments for reference. This information is

also prominently displayed on our institutional website to ensure transparency and accessibility. Through the implementation of OBE, we aim to: Enhance student learning outcomes by focusing on the specific knowledge, skills, and attitudes that students should acquire. Foster a culture of continuous improvement through regular curriculum reviews and updates. Align our programs with accreditation standards and evolving educational and professional needs. Empower students to achieve both their academic and professional goals by focusing on clearly defined outcomes. By adopting OBE, we reaffirm our commitment to providing high-quality education that prepares our students for successful careers in education and beyond.

20.Distance education/online education:

Our institution has continued to embrace distance education and online learning, ensuring uninterrupted education during challenging times. We have expanded our digital initiatives, leveraging various tools and platforms to facilitate remote learning and engagement. Key features of our online education approach include: - Google Classroom: Our primary platform for virtual classrooms, enabling teachers to create and manage online learning environments. - Online Quizzes: Utilizing Quizizz and Google Forms to assess student understanding and progress, promoting active learning and reinforcing key concepts. - Blended and Hybrid Learning: Combining conventional classroom teaching with online learning, ensuring flexibility and effectiveness. - Online Academic and Developmental Programs: Conducted FDP through Virtual mode. - Digital Library Access: Offering students remote access to our library's digital resources and e-books. Our commitment to distance education and online learning remains strong, ensuring our students receive a high-quality education, regardless of circumstances."

Extended Profile

1.Student

2.1 Number of students on roll during the year	208

File Description	Documents
Data Template	[View File](#)

2.2	150

Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**9**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**108**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**130**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**102**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**3667456**
4.2 Total number of computers on campus for academic purposes	**60**

3.Teacher

5.1	16
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	18
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our college has a well-designed multifaceted curriculum which aims to fulfil the local as well as global society needs.

Being an autonomous institute, we have designed our own curriculum for B.Ed., M.Ed. and Ph.D. courses as per the NCTE and parent university (Aryabhatta Knowledge University, Patna) guidelines. Efforts are made to modify and up-to-date the curriculum annually on a regular basis.

Process of developing the curriculum:

1. The faculty members work on designing the first draft of the syllabus of the concerned courses through regular meetings.
2. The feedback system (Feedback on curriculum by students, teachers, Alumni, and other stakeholders) is also taken into consideration in this process.
3. The syllabus of B.Ed. and M.Ed. are tried to made compatible with the various qualifying exams like CTET, STET (Central and State Teacher Eligibility Test), and NET (National Eligibility Test) respectively.
4. The modified syllabus is presented before the Board of studies members.
5. After incorporating the suggestions of the BoS, it is next

presented before the Academic Council for final approval.

Thus, the college aims at catering the diversified needs of the learners as well as society by incorporating the recent trends in Teacher Education through our enriched curriculum.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**A. All of the above**

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://www.sxcepatna.edu.in/b_new/pdf/BEDOC.pdf
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

17

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

124

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

124

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

236

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

236

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A fundamental or coherent understanding of the field of teacher education: For a better and comprehensive understanding of the different aspects of Teacher Education, emphasis is laid on experiential learning while transaction of the curriculum. Activities like internship, workshop, seminars, field visits and other value-based activities develop proper understanding among learners.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:. The Pedagogical papers (7A and 7B) in B.Ed. and the Special Papers (MSC 1-5) in M.Ed. provide ample experiential learning to the students helping them to become efficient teachers for different school levels specific to their area of specialization.

Capability to extrapolate from what one has learned and apply acquired competencies: The curriculum is very well balanced between theory and practical experiences. The prospective teachers and teacher educators apply the learned skills and knowledge when they go for internships in schools and teacher education institutions respectively.

Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.: Classroom and out-of-classroom activities in the form of presentations, group discussions, laboratory experiments, field visits, debates, seminar presentations etc. develop the necessary skills and competencies among the students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

The curriculum of our college has adequate provisions for familiarizing students with the diversity in Indian schooling system elaborated below:

- B.Ed. Curriculum: The core course BCC-10, "Creating an Inclusive School" (Semester III) gives a comprehensive understanding of the contemporary Indian Schooling System which includes the structure and functioning of different school boards like CBSE, ICSE and State boards. They gain experiential learning by preparing the school Time Table following the guidelines of different school boards.
- Students gain in depth understanding of assessment systems through the core course BCC-9, "Assessment for Learning" (Semester II). Recent trends in assessment like online examination, norm-referenced, criterion-referenced, Teacher made and standardized assessments are also discussed.
- Exposure to School internship in CBSE, ICSE and Bihar board schools provides direct experience of the structure, management, administration and functioning of different schooling systems.

M.Ed. Curriculum: Special Course MSC-3 "Policy, Planning in Secondary Education" and MSC-4 "Educational Management and Administration of Secondary Education" discusses the development, policies, functioning, certification and challenges of secondary schools. (CBSE, ICSE, BSEB, Madrasa, Sanskrit boards, Open and Alternative Schooling- NIOS, BBOSE and International boards) This is done through classroom discussions based on the past experiences of the students related to different school boards.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The effort made by our institution to develop the student's understanding of the interconnectedness of diverse learning engagements and to equip them to be ready for the professional world is enumerated below:

- Morning assembly develops the spiritual aspects of students' personalities. This is done house-wise and all the students get a chance to participate in it on a rotation basis.
- For developing the desired teaching skills micro-teaching workshops and teaching in the simulated setting is a regular practice before the internship.
- Internship in Schools and Teacher Education Institute helps students to understand the structure and functioning of the organization and to apply the learned skills in a real setting.
- For Enhancing Professional Capabilities, EPC courses are part of the curriculum of both B.Ed. and M.Ed. programs where students get enough practical exposure to develop communication, expository writing, and digital and research skills.
- Visit to SCERT and 'Ashadeep' Rehabilitation Centre for

Divgyanjan help the students to establish the interconnectedness of theory and its practical aspects. It also helps them to have a taste of the inclusive setup.

- Seminars, Workshops, excursions, sports, cultural and community service programs help the students to develop the necessary skills like social, environmental, management and leadership.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

`111`

2.1.1.1 - Number of students enrolled during the year

`111`

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

`52`

2.1.2.1 - Number of students enrolled from the reserved categories during the year

`52`

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

7

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

7

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At St. Xavier's College of Education Patna, a comprehensive assessment process is implemented at the entry level to identify students' diverse learning needs and determine their readiness for professional education programs. Upon admission, students undergo diagnostic evaluations that assess their academic background, cognitive abilities, and language proficiency. These assessments help identify prior knowledge, learning gaps, and individual strengths. Apart from it a self-assessment surveys and one-on-one interviews are conducted to understand their aspirations, challenges, and preferred learning styles.

The college provides tailored academic support based on these findings. Remedial classes and peer tutoring address specific academic weaknesses. For students excelling in certain areas, advanced learning opportunities and enrichment activities are made available. A mentorship program pairs students with faculty or senior peers for personalized guidance, and counseling services address both academic and emotional challenges.

To ensure inclusivity, accommodations are provided for students with special needs, including assistive technologies and

individualized learning plans. Technology-enhanced tools, such as adaptive learning platforms, further support diverse learning paces. Regular feedback mechanisms and progress reviews ensure that the academic support remains dynamic and effective, fostering an environment where all students are equipped to succeed in their professional education journey.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in	One of the above

accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

At St. Xavier's College of Education Patna, a multiple-mode approach to teaching and learning is actively implemented to enhance student engagement and improve learning outcomes. Faculty members utilize diverse methodologies to the varied needs and

interests of students. Experiential learning is emphasized through practical applications, such as lab experiments, fieldwork, internships, and real-world case studies, enabling students to connect theoretical knowledge with hands-on experience.

Participative learning is fostered through interactive classroom activities, including role-playing, group projects, and peer teaching. Problem-solving methodologies encourage critical thinking as students work through case studies, simulations, and complex scenarios. Brainstorming sessions are routinely conducted to inspire creativity and innovation, while focused group discussions provide a platform for collaborative learning and the exchange of diverse perspectives.

The integration of technology further supports online and blended learning modes, allowing flexibility and access to a wide range of resources. Online platforms are used for virtual lectures, discussions, assessments, and resource sharing, ensuring continuous learning even beyond the physical classroom.

This holistic approach not only enhances conceptual understanding but also prepares students with the skills required for professional challenges, fostering an environment of active learning and academic excellence. Regular feedback mechanisms are in place to adapt and improve teaching strategies.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NjYxODk3ODY4NDQ3
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

113

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentoring efforts in the institution are designed to holistically nurture professional attributes in students. For working in teams, teachers organize collaborative projects, group discussions, and peer-learning activities to foster cooperation, communication, and leadership skills. Regarding dealing with student diversity, educatorsconduct workshops and sensitization programs, promoting inclusivity and respect for differences in culture, abilities, and perspectives.

In terms of conducting oneself with colleagues and authorities, mentorship emphasizes professional etiquette, effective communication, and conflict resolution through role-playing scenarios and reflective discussions. To help students balance home and work stress, teachers provide guidance on time management, stress reduction techniques, and encourage healthy lifestyle practices.

Lastly, teachers encourage students to stay updated with recent developments in the field of education and lifeby promoting a culture of lifelong learning through seminars, webinars, and access to relevant resources. Overall, these structured mentoring efforts aim to shape students into competent and well-rounded professionals.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Case 1: Creative Problem-Solving Workshops Teachers organize workshops where students are given real-world problems to solve collaboratively. For instance, students might be tasked with designing an eco-friendly solution for waste management in their school. Through brainstorming sessions and guided experimentation, students explore creative ideas and develop prototypes. This approach nurtures creativity, critical thinking, and collaboration. The impact is evident in enhanced problem-solving skills and confidence among students, along with a deeper understanding of sustainable practices. Many students also demonstrate a keen interest in pursuing innovative projects independently.

Case 2: Role-Playing and Empathy Building In language and social science classes, teachers implement role-playing exercises where students step into the shoes of historical figures, fictional characters, or individuals facing social challenges. For example, students may enact a village council discussing water conservation. This activity enhances empathy, perspective-taking, and decision-making. The impact is profound, as students develop a heightened sensitivity toward others' viewpoints, become more socially aware, and show improved communication skills. Such exercises often translate into students becoming more responsible and empathetic in their daily interactions.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice	Ten/All of the above

teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**All of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The institution ensures a well-structured internship program through meticulous preparatory efforts. For selection/identification of schools, it collaborates with reputed schools based on mutual agreement or requests, ensuring diverse and enriching experiences for interns. Orientation to school principals and teachers is conducted through interactive sessions to clarify the program objectives, expectations, and support mechanisms, fostering a cooperative environment.

Orientation to students focuses on familiarizing them with school protocols, teaching strategies, and professional ethics. This helps them transition smoothly into their internship roles. The role of institutional teachers is clearly defined, including mentorship, observation, and providing feedback to interns.

For assessing student performance, the institution employs a streamlined approach, using rubrics covering lesson planning, delivery, classroom management, and reflection skills. Regular feedback sessions ensure constructive guidance. To offer exposure to a variety of school setups, the program includes placements in urban, rural, government, and private schools, enriching interns with diverse pedagogical experiences.

These efforts collectively ensure a robust and impactful internship program that prepares students for real-world teaching challenges.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

96

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.
Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The institution employs a multi-layered monitoring mechanism to ensure the effectiveness of the internship program. Teacher educators play a key role by conducting regular observations of interns' lessons, providing detailed feedback on their planning, delivery, and classroom management. They also hold reflective sessions to address challenges and improve teaching practices.

The school principal oversees the overall progress of the internship by conducting periodic reviews, ensuring interns align with the school's policies and standards. They act as a bridge between the institution and school to maintain a collaborative approach.

School teachers, as immediate mentors, guide interns on daily tasks, including lesson planning, discipline management, and student engagement. They provide hands-on support and practical insights, fostering a supportive environment for interns.

Peers contribute to monitoring by engaging in collaborative observations and peer reviews. This not only enhances mutual learning but also helps identify areas for improvement in a non-threatening manner.

Together, these stakeholders ensure a continuous and comprehensive monitoring system that enhances the quality and impact of the internship program, preparing students for professional teaching roles effectively.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

12

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

9

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

142

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers actively engage in continuous professional development to stay updated. In-house discussions are a regular feature, where

educators deliberate on current developments and issues in education, such as NEP 2020, digital pedagogy, and inclusive practices. These discussions foster collaborative learning and critical thinking, helping teachers implement innovative strategies in the classroom. Workshops, reading groups, and case studies are often employed to deepen understanding of emerging trends.

Sharing knowledge is another vital effort. Teachers share information with colleagues through presentations, newsletters, and departmental meetings. They also establish networks with other institutions to exchange insights on educational policies, regulations, and best practices. Participation in inter-institutional seminars and conferences ensures teachers are well-versed with evolving standards and expectations in the field.

These efforts not only enhance teachers' professional competence but also enrich the learning environment, benefiting both educators and students. They exemplify a commitment to lifelong learning and adaptability in the dynamic field of education.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The institution implements a robust Continuous Internal Evaluation (CIE) system to monitor and enhance student learning. The major components of CIE include formative assessments, summative evaluations, and reflective practices. Formative assessments involve periodic quizzes, assignments, and presentations that provide immediate feedback to students, helping them identify and improve on weak areas.

Summative evaluations consist of mid-term and end-term tests, which assess comprehensive understanding and application of knowledge. These are complemented by project-based assessments and case studies, encouraging critical thinking and real-world problem-solving.

Another integral component is self-assessment and peer evaluation, fostering reflection and collaborative learning among students. Regular feedback sessions ensure a two-way communication channel between teachers and students, emphasizing personalized guidance.

The institution also integrates practical and field-based activities, such as internships and community projects, into the CIE framework to evaluate skills beyond the classroom.

By focusing on diverse and continuous assessment strategies, the CIE ensures a holistic understanding of student performance, promoting consistent learning and growth.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The institution has a well-structured and operationally effective grievance redressal mechanism for examination-related issues, ensuring transparency and fairness. Students can raise concerns about exam-related grievances, such as discrepancies in question papers, evaluation errors, or result anomalies, through a clearly defined procedure.

The process begins with students submitting a formal written complaint to the Examination Grievance Committee via a designated portal or in-person submission. The committee, comprising faculty members and examination officials, reviews the grievance thoroughly. If necessary, the issue is further examined in consultation with subject experts.

For evaluation-related grievances, re-evaluation or rechecking of answer scripts is offered as per institutional policy. Students are notified about the outcomes of their grievances within a stipulated timeframe. Regular meetings are held to address systemic issues and improve processes.

Additionally, students are educated about the mechanism through orientations and handbooks, ensuring they are aware of their rights and procedures. This effective grievance redressal system upholds student trust, maintains academic integrity, and ensures continuous improvement in the examination process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution ensures strict adherence to the academic calendar for conducting Internal Evaluation through meticulous planning and execution. At the beginning of the academic session, a detailed academic calendar is prepared, outlining the schedule for assessments such as quizzes, assignments, mid-term tests, and project submissions.

This calendar is communicated to all stakeholders, including students and faculty, through circulars, notice boards, and the institution's digital platforms. Faculty members integrate the assessment schedule into their lesson plans, ensuring alignment with the syllabus progression.

To maintain compliance, periodic reviews are conducted by the academic committee, monitoring the timely completion of evaluations. Faculty coordinators ensure that all assessments are conducted and graded within the stipulated timeframes, and results are promptly communicated to students.

Contingency measures, such as make-up tests, are in place to accommodate unforeseen circumstances without disrupting the calendar. This structured approach fosters a disciplined learning environment, ensures consistency in evaluations, and facilitates the overall academic planning of students and faculty.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

For B.Ed. and M.Ed. programs, the institution ensures alignment of the teaching-learning process with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) through an outcome-based education framework.

For the B.Ed. program, the curriculum integrates theoretical knowledge with practical teaching skills. Lesson planning, microteaching, and classroom simulations are designed to meet CLOs such as effective pedagogy, subject proficiency, and classroom management. Internships in diverse school settings allow students to achieve PLOs related to inclusivity, adaptability, and ethical practice in teaching. Continuous assessments, reflective journals, and peer reviews are employed to evaluate alignment with learning outcomes.

In the M.Ed. program, advanced pedagogical methods, research-based

projects, and seminars are employed to meet CLOs focused on educational leadership, research competency, and critical analysis. Field-based research and internships in teacher training institutions provide hands-on experience to achieve PLOs related to policy understanding, academic leadership, and innovation in education.

Regular curriculum reviews, feedback from stakeholders, and mapping activities ensure that teaching strategies, assessments, and student activities remain aligned with the stated PLOs and CLOs, fostering holistic professional development in future educators and education leaders.

In the attached document PLO & CLO is referred to as PO & CO

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The institution systematically monitors and records the progressive performance of students in cognitive and professional attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

For cognitive attributes, student performance in assignments, quizzes, exams, and research projects is graded and documented in the transcript. Each course's evaluation reflects the degree of

mastery over subject knowledge, critical thinking, and problem-solving skills, mapped to the corresponding CLOs and PLOs.

For professional attributes, practical teaching performance, internships, participation in co-curricular activities, and soft skill development are assessed. Key metrics, such as lesson planning, classroom management, communication skills, and adaptability, are evaluated during fieldwork and recorded in qualitative and quantitative terms in the transcript.

The transcript provides a holistic view of student progress through a combination of grades, descriptive feedback, and achievement levels for specific competencies. This comprehensive documentation is analyzedperiodically to identify strengths and areas for improvement, forming the basis for tailored interventions and curricular enhancements, ensuring alignment with desired outcomes.

In the attached document PLO & CLO is referred to as PO & CO

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

94

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The institution's assessment tasks are designed to address the initially identified learning needs of students, ensuring a personalized approach to their academic and professional growth. At the start of the program, diagnostic assessments and orientation activities help identify students' baseline knowledge, skill gaps, and specific learning needs.

For example, a student with limited classroom management skills may be given targeted tasks such as role-playing exercises or mock classroom scenarios. Performance in these tasks reflects their progress, highlighting areas of improvement and mastery over time. Similarly, for students with weak subject content knowledge, assessments like concept-based quizzes and reflective assignments provide insights into how effectively their learning needs are being met.

Another example includes group projects for students needing improved teamwork skills, where peer feedback and teacher evaluation measure their growth in collaboration and communication.

Regular feedback mechanisms and performance tracking ensure that assessment outcomes directly inform instructional adjustments. This approach bridges gaps between initial learning needs and desired outcomes, fostering both academic and professional competence.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://drive.google.com/file/d/14vnobEH3r4lRiBhMf9j4SbesUymeMUw8/view?usp=sharing

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

8

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

7

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

10

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

668

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

218

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

715

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Key Highlights of Activities

St. Xavier's College of Education actively engages in community-focused initiatives.

1. **Cloth Donation Drive sensitizes students to social responsibility by collecting and distributing clothes to the needy in collaboration with the Society of St. Vincent De Paul.**
2. **Health Awareness Programme (9th September 2023) featured sessions by Dr. Ajay Krishna and Sr. Teresa Paul on healthcare, human rights, and preventive practices, fostering interactive learning.**
3. **Menstrual Health Awareness (11th September 2023) educated Class IX and X girls on hygiene, nutrition, and menstrual health, empowering them to adopt healthy practices.**
4. **Education Awareness Campaign highlighted barriers to girls' education through creative activities like slogan writing at Dhaneshwari High School.**
5. **Children's Day Programme celebrated children's rights and well-being with cultural performances at Loyola High School.**
6. **Cultural Festival on Bihar's Heritage showcased Chhath Puja traditions, fostering cultural pride and unity among students.**
7. **Swachhata Abhiyan promoted cleanliness and environmental awareness through campaigns and drives in Dhaneshwari School.**
8. **Human Rights Day discussions encouraged respect, equality, and fairness, inspiring interns to integrate these values into teaching.**
9. **Best Out of Waste workshops promoted creativity and sustainability by transforming waste materials into useful items.**

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

000

File Description	Documents
Data as per Data Template	**No File Uploaded**
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

6

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

6

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

10

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

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

The institution has a spacious 2.5 acre campus area which provides more than sufficient facilities for the ongoing academic programs. The available infrastructure is best in the way to provide

teaching, learning, and research facilities.

Classrooms and Library: The College has 8 well-furnished and ventilated classrooms with separate classrooms for Pedagogical Courses classes. The classrooms are equipped with ICT infrastructure like LCD projectors, collapsible screens, etc. to promote classes with digital resources for providing efficient learning opportunities. Each classroom tries to provide maximum comfort to the students with installed air-conditioned units.

The institution has two libraries with digital access for the students. The library has big collection of books, thesis, dissertation, journal, review article etc. The library has additional printers, Photo-Copier and Computers for the use of the students for online references and availing the educational materials with ease.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

15

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.sxcepatna.edu.in/b_landbuilding.html
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

2,106,068.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

St. Xavier's College of Education's main Library is located on the ground floor near the main building, with an area of 3,510 sqft, a total seating capacity of 155, and 15,132 available books. An M.Ed. and Ph.D. department library was set up in January 2021 to provide better access to library resources. It boasts a pleasant ambiance and modern infrastructure. The library has been fully automated since 2013, utilizing its flagship software, SOUL 3.0, which streamlines routine library tasks through barcode technology. All documentation related to education, including institutional press releases and journal articles, is collected and managed using Zotero reference management software. Access to electronic resources is facilitated through INFLIBNET N-List, and some e-books are sourced from open and free platforms, managed by the CALIBRE Cross-Platform Open-Source Suite of E-book software. The institution publishes articles through its journal, the Journal of Research in Education (a peer-reviewed and bi-annual journal), and these are archived using the general-purpose open-source repository Zenodo. Zenodo, developed under the European OpenAIRE program and operated by CERN, allows researchers to deposit various research software, and reports. Each submission is assigned a persistent digital object identifier (DOI), making the stored items easily citable after publication.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

To provide seamless access to library resources for students and faculty, our institution employs a robust remote access gateway (N-List) by Inflibnet. This digital portal acts as a bridge, allowing users to connect to a vast array of online databases, e-books, and research articles from anywhere with an internet connection.

Key Features and Benefits:

- Single Sign-On (SSO): Users can log in once with their institutional credentials to access multiple resources.
- Secure Access: The gateway encrypts user data and employs advanced security measures to protect sensitive information.
- Intuitive Interface: The user-friendly interface simplifies navigation and resource discovery.
- 24/7 Availability: Students and faculty can access library resources at their convenience, day or night.
- Mobile Optimization: The gateway is compatible with various devices, including smartphones and tablets.

By leveraging this remote access gateway, our institution empowers its community to engage in cutting-edge research, enhance learning experiences, and stay informed on the latest developments in their fields of study.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-	Three of the above

resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

? 59,700.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

40

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1O0dF9RR42 8R9WhuVKUUKbwQczPLpwqEK/view?usp=sharing
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college meets the needs of instructors and students who are accustomed to using digital devices by offering ICT resources and Wi-Fi access to high-speed internet throughout the campus. With projectors and screens, more than 15 locations-including classrooms, auditoriums, and ICT resource centers are able to offer multimedia-enhanced instruction and presentations. The

faculty and staff are encouraged to use ICT platforms and apps like Google Classroom, Google Forms etc. for teaching learning and assessments.

The organization pays a yearly subscription to Rail Wire's Wi-Fi services in order to guarantee constant internet connectivity. In order to ensure that students can access Wi-Fi everywhere, connection ports have been strategically placed in key areas like the library, building wings, ICT labs, and corridors.

In addition, the institution places a high priority on student participation by dividing students into smaller groups and guaranteeing fair access to IT resources like lab computers. Strict laws that forbid unauthorized access to Wi-Fi networks are another security measure in place that strengthens cybersecurity and data privacy practices.

The institution does make sure that connections of internet and subscriptions to different resources are renewed before the due date . All things considered, St. Xavier's College of Education is dedicated to using technology to improve the educational process and create a digitally empowered learning environment, all the while putting security and accessibility first for all parties involved.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet	D. 50 MBPS - 250MBPS

connection in the Institution (Leased line)
Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

? 3,607,755.20

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The principal and relevant committees ensure the upkeep of facilities and infrastructure. Classroom Instruction and Building Upkeep: The institution prioritizes maintaining its physical infrastructure, ensuring that buildings and classrooms are clean and conducive to learning. Every day, meticulous sanitation and cleaning procedures are carried out, and specialized personnel are in charge of jobs like masonry, carpentry, plumbing, and electrical maintenance (AC, Printer, Xerox Machine, Electrical Purifier, Lift, Camera, etc..) Tank cleaning, trash disposal, pest control, and general campus maintenance are examples of routine tasks. Lush green gardens adorn the college campus, adding to its aesthetic appeal and offering faculty and students a tranquil space.

Resource Centres, Library, and Laboratories: Under the guidance of faculty members, resource centers and laboratories are meticulously maintained, featuring up-to-date stock registers and routine equipment maintenance. Subscription to the library resources like INFLIBNET is done regularly. The institution sets aside money in its budget for the purchase of laboratory equipment and computer lab resources in accordance with annual provisions and requirements.

Website Development and Maintenance: The college website is updated regularly, and external contractors are hired for maintenance and repairs following established protocols.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.sxcepatna.edu.in/b_nctecom.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
73	108

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

28

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

14

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The 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.

File Description	Documents
Copy of constitution of student council signed by the Principal	[View File](#)
List of students represented on different bodies of the Institution signed by the Principal	[View File](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View File](#)
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

7

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	[View File](#)
Copy of circular / brochure indicating such kind of events	[View File](#)
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Composition of the Executive Committee of SXCEAAPAT

St. Xavier's College of Education has its own alumni association, established in 2003. Since then, it has been quite active and has conducted numerous activities. The alumni association aims to uphold the spirit of being "men and women for others." A new executive team has recently been installed. Although the alumni association is not yet registered, it is fully functional.

The association operates with the motto of the college, "For God and Country," aligning its activities with the college's vision and mission. It strives for the holistic development of every trainee. Adequate representation is provided in the co-curricular and extracurricular activities of the college, along with partial representation at the administrative level.

The college alumni actively participate in various institutional and societal initiatives. Most activities are monitored and executed by alumni residing in the local town. Regular meetings are held, and the association maintains a yearly calendar of events and programs.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

4

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of St. Xavier's College of Education, Patna, serves as a bridge between the institution and its Alumni, creating a robust support system that inspires and nurtures current students. Alumni, as role models, share their achievements and experiences through motivational talks, career guidance sessions, and interactive workshops, instilling confidence and ambition in students. The association identifies and nurtures special talents by organizing competitions, scholarships, and mentorship programs tailored to individual strengths. Alumni collaborate with faculty to recognize students excelling in academics, sports, arts, and leadership, providing mentorship and practical exposure to real-world challenges. The Alumni Association facilitates internships, and networking opportunities, enabling students to channel their talents effectively. They also

contribute resources, including financial support for NET/CTET coaching and access to cutting-edge knowledge, ensuring students reach their full potential. By fostering a sense of belonging and inspiration, the Alumni Association not only celebrates the institution's legacy but also propels its students toward excellence and holistic development, reinforcing St. Xavier's mission of cultivating leaders and change-makers.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant 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 and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

St. Xavier's College of Education, Patna, is committed to its vision of building an egalitarian society rooted in justice, freedom, and harmony through teacher training, extension services, and research. The mission focuses on training well-motivated teachers who are intellectually competent, socially committed, and spiritually inspired to become agents of social transformation.

The governance of the institution embodies effective leadership and participatory mechanisms that align with its vision and mission. Various committees are formed through resolutions passed in meetings chaired by the principal to support administrative, academic, and extracurricular activities. These include the Admission Committee, Finance Committee, Examination Committee, and Library Committee, among others, to ensure smooth functioning across different institution dimensions.

In addition, co-scholastic activities are supported by committees such as the Sports Committee, Cultural Committee, and Community Engagement Committee. These committees play a vital role in organizing events that contribute to student's holistic development.

The institution follows a participatory governance structure, actively involving teaching and non-teaching staff, along with student representatives, in its decision-making processes. This inclusive approach fosters collaboration, transparency, and accountability, ensuring that all stakeholders contribute meaningfully to achieving the institution's vision and mission.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

As an autonomous college, the Academic Council of the college is empowered to decide on all academic matters such as curriculum, syllabus and examinations. The members of the committees are selected from diverse section of the organization, allowing for collaborative thinking discussion and decision making. For example, the statutory - academic bodies like governing body, board of studies, academic council, IQAC and library have representations from university, experts, alumni, staff and non-teaching staff. Heads of Departments monitor each faculty's activities in department. Periodic meetings of the Heads of Departments are held to discuss and deliberate academic and administrative matters. The Principal holds meeting with the entire faculty members to share the plans and future programs envisaged by the college management.All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. B.Ed. students are divided into four houses. All the sections of B.Ed., M. Ed. And Ph.D. are managed by a democratically elected class representatives.

- **Various Committees for the Session 2023-2024**
- **In-Charges of Various Activities & Seminars 2023-2024**

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

St. Xavier's College of Education, Patna, ensures transparency in its financial, academic, administrative, and other functions through structured processes and open communication.

Financial Transparency: The institution adheres to a transparent budgeting and financial management system. All financial transactions are documented, audited annually, and shared with relevant stakeholders. Fee structures are communicated clearly to students and parents through the official website and notice boards.

Academic Transparency: The institution ensures clarity in academic processes by publishing admission procedures, course structures, and examination schedules on its website. Internal assessment criteria, attendance requirements, and evaluation results are transparently communicated to students.

Administrative Transparency: Decisions regarding policy changes, committee formations, and staff appointments are made through inclusive meetings chaired by the Principal. Minutes of meetings are recorded and accessible to relevant stakeholders.

Other Functions: Transparency is maintained in co-curricular and extracurricular activities by openly sharing information about events, competitions, and opportunities for participation. Grievance redressal mechanisms ensure fairness and accountability.

The institution's commitment to transparency fosters trust and inclusivity, ensuring that all stakeholders are well-informed and engaged in the functioning of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Activity: Implementation of Rainwater Harvesting System As part of the institution's strategic plan to promote water conservation and sustainability, a rainwater harvesting system was successfully implemented during the year. This initiative aligns with the institution's goal of efficient resource management and environmental responsibility. Deployment Strategy: Planning and Approval: The strategic plan identified water conservation as a priority area. The proposal for installing a rainwater harvesting system was approved by the Finance and Infrastructure Committee. Implementation: A two-stage filtration system was installed to ensure clean and effective groundwater recharge. The system was designed with an annual water recharge capacity of 85 lakh litres, utilizing the campus's natural rainwater runoff. Awareness and Engagement: Students and staff were educated about the importance of water conservation through posters, banners, and informational sessions. Practical demonstrations of the system's functioning were organized for teacher trainees to integrate environmental practices into their learning. Outcome: The rainwater harvesting system significantly contributed to groundwater recharge, ensuring sustainable water resource management on campus. It also served as a practical model for environmental education, fulfilling the institution's strategic objective of promoting sustainability.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.sxcepatna.edu.in/b_new/pdf/IQAC/03_1stNov2023.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Functioning of St. Xavier's College of Education, Patna, is marked by efficiency and effectiveness, guided by well-defined policies, a robust administrative setup, and transparent service rules and procedures.

The institutional bodies operate under a structured governance framework, ensuring accountability and inclusivity. The Principal, as the head of the institution, oversees all academic and administrative activities, supported by various committees such as the Admission Committee, Finance and Infrastructure Committee, Examination Committee, and Library Committee. Each committee functions with clearly assigned roles and responsibilities, ensuring smooth execution of institutional tasks.

The appointment and service rules are aligned with regulatory standards, ensuring fairness and consistency. Recruitment procedures are merit-based and transparent, adhering to policies laid down by the governing bodies. Orientation programs and periodic reviews ensure that newly appointed staff align with the institution's vision and mission.

Decision-making is participatory, involving input from teachers, non-teaching staff, and student representatives. Policies and procedures are reviewed periodically to adapt to changing educational needs and improve institutional efficiency.

The seamless implementation of policies, coupled with a collaborative approach to governance, reflects the institution's commitment to achieving its academic and administrative goals effectively.

File Description	Documents
Link to organogram on the institutional website	https://www.sxcepatna.edu.in/b_organ.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support	Five/Six of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

St. Xavier's College of Education functions through various committees appointed by the Principal. Each committee has specific responsibilities outlined before the academic year begins.

The college operates through over 20 committees categorized under different departments:

- Academic Management: Oversees curriculum development and co-curricular activities (8 committees).
- Finance: Manages budget allocation, approvals, and audits (2 committees).
- Research: Promotes research activities and publication (1 committee).
- Placement: Arranges campus recruitment for students (1 committee).
- Seminars: Organizes workshops and conferences within the college (1 committee).
- Library: Manages library budget, purchases new books and equipment (1 committee).
- Welfare: Addresses student and staff concerns, organizes cultural events and trips (8 committees).

This diverse committee structure ensures smooth operation and caters to various student and faculty needs.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The following facilities are available to all permanent teaching and non- teaching staff:

1. Leave to teaching and non-teaching staff are given as per the guidelines of the University
2. Contributory Pension Scheme (CPS)
3. Employees Provident Fund (EPF)
4. Encashment of earned leave on retirement.
5. Faculty are covered under gratuity by retiring faculty as per college norms.
6. The college has provision for admissions of eligible wards of employees.
7. Subsidy in fees for staff children's education.
8. Campus Clinic and medical check up facility.
9. Financial assistance is provided to the faculty to attend National and international seminars and conferences.
10. 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.

* Ex- gratis tea everyday twice.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

12

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	**No File Uploaded**

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

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

14

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system at SXCE, Patna, for teaching and non-teaching staff is structured to ensure a fair and comprehensive evaluation of individual contributions. It emphasizes professional growth, accountability, and the alignment of individual roles with institutional goals.

Teaching Staff:

1. Self-Appraisal: Faculty members submit a self-assessment report detailing teaching activities, research contributions, and co-curricular involvement.
2. Student Feedback: Yearly feedback from students evaluates teaching effectiveness, communication, and classroom management.
3. Principal's Assessment: The Principal consolidates feedback and provides a final rating, emphasizing overall institutional impact.

Non-Teaching Staff:

1. **Supervisor Feedback:** Immediate supervisors evaluate punctuality, task execution, and problem-solving abilities.
2. **Yearly feedback:** Yearly feedback to ensure impartiality and consistency.

The appraisal results are used for identifying training needs, promotions, and recognition, fostering a culture of excellence and continuous improvement.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

SXCE, Patna, ensures financial transparency and accountability through a structured process for internal and external audits, along with a robust mechanism for resolving audit objections.

Internal Audit:

1. Conducted periodically by an in-house audit team or an appointed chartered accountant.
2. Focuses on verifying financial records, expense statements, and adherence to budgetary norms.
3. Identifies discrepancies, procedural lapses, and areas requiring corrective measures.
4. Reports are submitted to the management for review and immediate action.

External Audit:

1. Carried out annually by a statutory auditor appointed as per

government or institutional regulations.
2. Examines compliance with financial policies, accuracy of accounts, and statutory obligations like tax filings.
3. Ensures conformity with guidelines issued by regulatory bodies.
4. Findings are documented in an audit report submitted to the governing body.

Mechanism for Settling Audit Objections:

1. Audit objections are reviewed by the finance committee.
2. Relevant departments provide justifications or rectifications for discrepancies.
3. If unresolved, the institution consults external experts or auditors for resolution.
4. Final compliance reports are prepared and submitted to the auditor for closure.

This comprehensive process ensures fiscal discipline and enhances stakeholder confidence in financial governance.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

00

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

SXCE, Patna, employs a well-structured approach to mobilize funds and ensure their optimal utilization for institutional development and excellence.

Mobilization of Funds:

1. **Student Fees: Tuition and other fees from students form a significant source of operational funding.**
2. **Donations and Endowments: Contributions from alumni, philanthropists, and well-wishers support specific programs or general development to some extend but not in abundance.**
3. **Project Funding: Proposals are submitted to funding agencies like UGC, ICSSR, and NGOs for academic and research projects.**

Optimal Utilization of Funds:

1. **Budget Planning: The finance committee prepares an annual budget aligning with institutional goals and priorities.**
2. **Transparent Allocation: Funds are allocated to academic, administrative, and infrastructural needs based on predefined plans.**
3. **Regular Monitoring: Periodic reviews by the finance and audit committees ensure adherence to financial policies.**
4. **Cost-Effective Practices: Emphasis on eco-friendly and cost-efficient measures maximizes resource utilization.**
5. **Annual Review: A comprehensive financial report is prepared**

and presented to stakeholders to maintain accountability.

This robust framework ensures financial sustainability and aligns expenditures with institutional objectives.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

SXCE, Patna, ensures quality assurance through a well-defined mechanism led by the Internal Quality Assurance Cell (IQAC). The IQAC acts as the central body to implement and monitor quality benchmarks across academic, administrative, and infrastructural domains.

Formation and Objectives of IQAC:

1. **The IQAC comprises the Principal, senior faculty, administrative staff, external stakeholders, and student representatives.**
2. **Its primary aim is to develop a system for conscious, consistent, and catalytic improvement in institutional performance.**

Processes Adopted for Quality Assurance:

1. **Curriculum Enhancement: Regular feedback from stakeholders, including students, alumni, and employers, informs updates in teaching-learning methods.**
2. **Academic Audits: Periodic reviews of teaching practices, course content, and learning outcomes ensure adherence to quality standards.**
3. **Workshops and Training: Faculty development programs and workshops on emerging trends in education foster continuous professional growth.**
4. **Student Support Services: IQAC monitors initiatives like**

> mentoring, career counselling, and skill development to enhance student success.
>
> 5. **Infrastructure Upgradation:** Regular assessments are conducted to maintain and improve physical and technological resources.
> 6. **Documentation and Reporting:** Comprehensive records of activities and outcomes are maintained and shared with stakeholders.

The IQAC's initiatives, combined with regular internal and external assessments, ensure that SXCE maintains its commitment to academic excellence and holistic development.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

SXCE, Patna, has a robust quality assurance mechanism led by the Internal Quality Assurance Cell (IQAC) to promote excellence in all institutional activities. The IQAC ensures systematic planning, implementation, and monitoring of quality benchmarks across academic, administrative, and co-curricular domains.

IQAC Formation and Role: The IQAC includes the Principal, senior faculty, administrative staff, external stakeholders, and student representatives. It focuses on fostering a culture of continuous improvement and accountability in line with institutional goals and NAAC guidelines.

Key Processes for Quality Assurance:

1. **Stakeholder Feedback: Regular feedback from students, alumni, parents, and employers informs curriculum improvement and teaching-learning methods.**
2. **Teaching-Learning Audits: Periodic evaluation of teaching practices and learning outcomes ensures academic excellence.**
3. **Professional Development: Faculty are encouraged to participate in workshops, conferences, and training programs**

to stay updated with global trends.
4. Student-Centric Initiatives: Quality enhancement is ensured through mentoring, skill development, and placement support.
5. Infrastructure and Resources: Continuous monitoring and upgradation of infrastructure and ICT facilities foster an enriched learning environment.
6. Documentation and Reports: The IQAC maintains comprehensive records of institutional activities and prepares the Annual Quality Assurance Report (AQAR) for submission to NAAC.

This structured approach ensures that SXCE remains committed to providing quality education and holistic development for all stakeholders.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

3

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle)	All of the above

Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sxcepatna.edu.in/b_iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.sxcepatna.edu.in/b_iqac.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Example 1: Faculty Registration as Research Supervisors and Promotion of Research Activities

After the second cycle of accreditation, a significant incremental improvement was observed in the research domain, with many faculty members registering as research supervisors. This development has strengthened the institution's research capabilities and facilitated guidance for doctoral students. The institution has actively organized national and international conferences to provide a platform for knowledge exchange and the dissemination of research findings. These initiatives have fostered a robust research culture among faculty and students, aligning with the institution's vision of academic excellence.

Example 2: Autonomous Status and Introduction of Ph.D. in Education

Post-third cycle accreditation, the institution achieved autonomous status, marking a milestone toward academic self-reliance and quality enhancement. This autonomy has allowed the institution to design innovative curricula tailored to teacher education needs. Additionally, the introduction of the Ph.D. program in Education has elevated the institution's academic stature, attracting research scholars and fostering advanced studies in education. These initiatives reflect the institution's commitment to continuous academic and administrative advancements, ensuring alignment with its mission to produce highly competent and socially responsible educators.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

St. Xavier's College of Education, Patna, has a comprehensive energy policy aimed at streamlining energy conservation practices and promoting the use of renewable energy sources. The institution is committed to reducing its carbon footprint and fostering a sustainable campus environment.

The college has installed solar panels with a capacity of 20 KW, generating renewable energy that is fed into the grid, thereby reducing dependence on conventional power sources. Energy-efficient LED lighting is used throughout the campus, significantly reducing electricity consumption. Faculty, staff, and students are urged to switch off lights, fans, and electronics when not in use to promote appropriate energy use.

The institution also integrates water and waste management into its sustainability efforts. Rainwater harvesting systems are implemented to collect and utilize rainwater, and a robust solid

and liquid waste management system ensures responsible disposal and recycling practices.

To further strengthen energy conservation, the campus has a no-vehicle zone near the main building, encouraging walking and cycling. These initiatives are complemented by awareness programs to educate all stakeholders about energy conservation and sustainability.

This policy reflects the institution's dedication to creating an eco-friendly academic environment and planning for a sustainable future.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

St. Xavier's College of Education, Patna, has a well-defined waste management policy aimed at promoting sustainability through effective segregation, recycling, and eco-friendly disposal practices. The policy ensures responsible handling of biodegradable and non-biodegradable waste, alongside composting and organic farming initiatives.

Implementation Procedures:

Biodegradable Waste: The institution operates a composting unit sized 8 ft × 3 ft × 2 ft, which processes leaves, grass, kitchen waste, and other organic materials. This unit produces 2 tonnes of compost annually, with a maximum capacity of 4 tonnes, used for enriching the campus gardens and supporting organic farming.

Non-Biodegradable Waste: Non-biodegradable waste, including e-waste, is systematically segregated and sent to certified recycling facilities to minimize environmental impact.

Mulching Practices: Dried leaves collected from the campus are converted into mulch to conserve soil moisture and reduce dependency on chemical fertilizers.

Rainwater Harvesting and Soak Pit: The institution recharges the groundwater table through a two-stage filtration rainwater harvesting system with a capacity of 85 lakh litres annually.

Awareness and Implementation: Regular awareness programs educate students, staff, and faculty on sustainable practices, encouraging the use of reusable materials like bottles and bags. Strategically placed waste bins and clear signage ensure proper segregation and disposal of waste across the campus.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Three of the above**

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**All of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

St. Xavier's College of Education, Patna, is steadfast in its commitment to maintaining cleanliness, sanitation, green cover, and a pollution-free campus environment. The institution employs a comprehensive and structured approach to ensure a sustainable and healthy atmosphere for all stakeholders.

Cleanliness and Sanitation:

Daily cleaning routines by dedicated staff ensure hygiene in classrooms, restrooms, and common areas. Waste segregation bins placed across the campus promote proper disposal practices. The institution extends its commitment to cleanliness beyond the campus by organizing sanitation drives during student internships in partner schools and local communities.

Green Cover:

The campus is a lush green haven, with a pathway flanked by trees and plants. Indigenous tree species, such as neem, alternated with crotons and other ornamental plants, enhance biodiversity and create a serene environment. These green pathways contribute to improved air quality, provide shade, and serve as habitats for birds, squirrels, and butterflies. The institution also maintains a medicinal plant garden, fostering awareness of traditional knowledge systems and ecological conservation. Regular tree plantation drives, with active participation from students and staff, expand the green cover and strengthen the campus's commitment to environmental stewardship.

Pollution-Free Environment:

A no-vehicle zone minimizes pollution and encourages walking and cycling. Parking spaces are designated to ensure orderliness, and honking is strictly prohibited. Rainwater harvesting systems recharge the groundwater table, and solar panels generate renewable energy, reinforcing the institution's commitment to environmental sustainability.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

11.2 lakhs

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

St. Xavier's College of Education, Patna, leverages its local environment and resources to address regional challenges and promote sustainability. Situated near the Ganges River, the institution employs a rainwater harvesting system to recharge the water table, contributing to groundwater replenishment during periods of scarcity.

The campus also practices mulching, where dried leaves are collected and composted to enrich the soil, and vermicomposting, which converts organic waste into nutrient-rich compost for gardening. These initiatives align with local agricultural practices and promote sustainable waste management.

During internships, students engage with local schools through plantation drives, sanitation campaigns, and environmental awareness programs, addressing community needs for green cover and cleanliness. These activities foster ecological responsibility among future educators and the communities they serve.

The institution's green cover includes neem and other indigenous trees, which provide habitats for birds and small fauna, contributing to regional biodiversity. These efforts are complemented by partnerships with local waste management agencies for effective recycling.

Through these initiatives, St. Xavier's integrates locational knowledge, community practices, and sustainable use of resources to create a lasting environmental and social impact.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - 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	**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practices

Best Practice 1: Green Campus Initiative

The Green Campus Initiative aims to foster an eco-friendly environment and reduce the institution's carbon footprint. Solar panels generate 20 KW of renewable energy, with surplus power fed into the grid, promoting energy sustainability. Rainwater harvesting collects 85 lakh liters annually, replenishing groundwater levels. Waste management practices, including mulching, vermicomposting, and recycling, ensure responsible disposal. The campus's no-vehicle zone minimizes pollution, while green pathways and a medicinal plant garden enhance biodiversity. These efforts have improved air quality and created habitats for birds and fauna. Challenges include limited funding for renewable energy expansion and the need for regular system maintenance.

Best Practice 2: Community Engagement through School Internships

The Community Engagement Initiative prepares teacher trainees as empathetic educators while addressing social and environmental challenges. Trainees conduct awareness sessions on menstrual hygiene, breaking taboos in marginalized areas. They also organize plantation drives, sanitation campaigns, and environmental awareness programs in partner schools. These efforts have improved hygiene awareness among students, increased green cover, and promoted cleanliness. Trainees gain valuable skills in community advocacy. However, the program faces challenges such as limited time for trainees and financial constraints for resources like hygiene kits and saplings.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

St. Xavier's College of Education, Patna, upholds its vision of fostering an egalitarian society rooted in justice, freedom, and harmony by incorporating environmental sustainability into teacher education. Guided by its mission to train intellectually competent, morally upright, socially committed, and spiritually inspired educators, the college exemplifies environmental conservation and community engagement. The campus operates as a

"living laboratory" for sustainability through initiatives such as solar energy generation, groundwater recharge via a two-stage rainwater harvesting system and eco-friendly waste management practices like mulching and vermicomposting. The medicinal plant garden reflects India's traditional knowledge systems and aligns with the principles of the National Education Policy 2020. Teacher trainees actively engage in extension services during school internships, undertaking plantation drives, sanitation campaigns, and environmental awareness programs. These efforts foster ecological responsibility, encourage community involvement, and prepare trainees to act as agents of social transformation. By integrating sustainability into teacher training, St. Xavier's College of Education demonstrates its distinctiveness in nurturing educators who embody academic excellence and are committed to promoting sustainable development, justice, and harmony. These initiatives align seamlessly with the institution's vision and mission, creating a profound and lasting societal impact.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File