



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE (AUTONOMOUS)

ST. XAVIERS COLLEGE, 5 MAHAPALIKA MARG, MUMBAI 400 001

400001

www.xaviers.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College - Autonomous, Mumbai (SXC), named after St. Francis Xavier, was founded in 1869 by the Society of Jesus, a Christian religious organization started by St. Ignatius of Loyola. Since its very inception, the Society has significantly contributed to the field of education throughout the world. Although SXC was started with the purpose of educating the Christian community in India, over the 150 years of its existence, it has been the cradle of education where members of all communities have been welcomed.

The motto of SXC is "*Provocans Ad Volandum*," Latin for "Challenging to Fly." It's the Jesuit way of living by the "Magis," a Latin word that means "more," "greater." It calls one to dream bigger and do things many think impossible. And so SXC aims at developing citizens of personal integrity with an innovative creativity that strives to build an inclusive world that nurtures all, not just humans but all of the environment. Innovation, Integration and Inclusion are therefore the values we focus on developing in our students. This calls for the promotion of critical and creative thinking to facilitate academic excellence, and several co-curricular and extra-curricular programmes to enhance social sensitivity, collaboration and teamwork and a spirit of respect and inclusiveness.

Vision

An academic community dedicated to the holistic education of future leaders who will demonstrate innovation in their professional competencies, integration in their personal lives and inclusion in their social contribution.

Mission

A. Training for PROFESSIONAL INNOVATION:

1. Ensuring competence, and provoking excellence and brilliance
2. Stimulating critical and creative thinking
3. Promoting multi-disciplinary learning, research and publication
4. Linking studies with contemporary industry developments and applications
5. Making core competencies socially and environmentally beneficial

B. Cultivating PERSONAL INTEGRATION:

1. Fostering confidence, motivation and vision
2. Upholding honesty, transparency and accountability

3. Facilitating emotional, interpersonal, social and spiritual intelligence
4. Developing organizational and leadership skills
5. Encouraging creative and collaborative engagement in curricular and co/extra-curricular activities

C. Advocating SOCIAL INCLUSION:

1. Respecting the dignity of others and practicing compassion and concern
2. Appreciating cultural pluralism and diversity
3. Striving for social justice, harmony and solidarity
4. Caring and providing for the marginalized and disadvantaged
5. Strategizing to protect the natural environment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college embraces core Jesuit values and weaves it into the development of young individuals with not just academic excellence but also with compassion and creativity as the guiding principles of their approach to life, work and relationships.
2. SXC regularly conducts Faculty enrichment programs for the in-house Faculty. The college encourages discussion and provides Faculty and students the freedom to express their opinions and participate in decision making at various levels.
3. A significant number of Faculty engage theory and practical courses with interactive, thought-provoking teaching. The incorporation of mini research projects in more than 50% of the programmes have contributed to the development of a research culture and amongst students.
4. There is a strong commitment to the holistic development of students, with some mandatory (e.g., Social Involvement/Outreach programmes and Extracurricular sports/cultural/organizational events) and several optional co-curricular, extra-curricular activities providing opportunities for growth. In addition, a variety of value-added courses and activities of the Social Service League, AICUF etc. help to keep the Jesuit ethos of the college alive.
5. The XRCVC – set up and run by a pioneer, Dr. Sam Taraporewala, (an ex-Faculty who is visually challenged) and his very able team, has enhanced Inclusion of Students with Disabilities not only on SXC campus but all over the country.
6. The rich diversity in the students being admitted – almost 30% from other states; diverse socio, economic, cultural, religious backgrounds and differently abled individuals – encourages a secular outlook based on mutual respect and acceptance that prepares them to become responsible citizens.
7. All students do a course on communication skills/Scientific communication skills.
8. There is a Wellness Centre with trained counsellors that promotes mental well-being of staff and students, International and national level conferences and seminars are organized by departments (subject-centric), as well as the college.
9. There is complete transparency between the Faculty and the students and the evaluation process is

comprehensive and accountable. Display of corrected answer papers (internal and end semester examinations) to the students is mandatory.

10. A large number of in-house research journals and magazines are published regularly.

Institutional Weakness

1. Decreasing numbers of permanent Faculty due to the lack of government sanction to fill all the vacant posts, results in a floating population of temporary/ ad-hoc staff who may not be as invested in the betterment of the students/ pedagogy/ institution.
2. The Heritage Tag of the campus does not allow for easy infrastructure expansion and development.
3. Inadequate Faculty research output has resulted in few publications in UGC-recognized high impact journals.
4. A lot of time is spent on administrative work by the Faculty, so administrative support needs to be improved to free the Faculty and enable them to devote time for research.
5. Only 1 patent obtained during the assessment period.
6. Several collaborative activities and linkages have been initiated by departments with no proper documentation/ MoUs.
7. Documentation of student progression, number of students that clear competitive exams and those securing internships needs to be improved.
8. There is difficulty in implementing a completely flexible choice-based credit system due to aided/unaided programs running in parallel and with space constraints.

Institutional Opportunity

1. Start new courses/ programmes that are: taught online (explore distance education); more skill based.
2. Recruit talent from industry and other research institutes by establishing Research Chairs, providing a boost to the research output.
3. Increase the number of PG programmes to help in increasing research output in terms of publications.
4. Increase collaborative projects – intra- and inter-institutional, and maximize the sharing of resources.
5. Set up more self-financed programmes to meet the increased institutional financial burden of paying the salary of Faculty in sanctioned posts of the aided programmes, that are not filled by the government.
6. Improve the productivity in Entrepreneurship and skill development through the E-cell.
7. Explore the option of a full-fledged choice-based credit system in new/ stand-alone programs and, in a more restrained way, in all existing programs as well.
8. Extend the reach of the Alumni Association by providing a platform for actively networking with alumni, and sustain it by hosting more events/ activities with them.
9. Build on and increase collaboration/linkages with Indian/ Foreign universities.
10. Introduce a robust system to track student data.

Institutional Challenge

1. Maintenance of academic quality when the ratio of permanent to temporary/Ad-hoc Faculty is steadily decreasing (large number of teachers retiring in next 3 years).

2. Generation of meaningful research with the existing workload requirement mandated by the government and the long commute times for most Faculty (The college being located at the southern end of the city results in more than 75% of staff and students having to spend long hours in commuting).
3. Striking a balance between pedigree traditional courses and new-age skill/ knowledge-based ones.
4. Attracting quality students when there is stiff competition from private/ foreign institutions which might offer better facilities or more niche programmes.
5. Providing additional administrative support to the Faculty.
6. Nurturing the Jesuit culture and values while trying to balance the need for financial input through self-financed programmes which may not be affordable for all students.
7. Providing paid leave (few months to two years) for Faculty to complete their PhD/ post-doctoral work/ attend skill enhancement programmes at other Universities.
8. Generation of a corpus fund.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I: Curricular Aspects

SXC delivers education that addresses the cognitive, psychomotor and affective domains of learning, integrating academic excellence with relevance. Autonomy has helped upgrade courses to address contemporary challenges and enrich the curricula to keep pace with learners' needs as well as regional, national and international developments.

In the academic year 2019-2020, a total of 54 programmes were conducted by SXC, with the University of Mumbai awarding all the Degrees. Thirty-four programmes were based on the choice-based credit system or had electives as part of their structure. Thirty-eight programmes were revised during the last five years.

The 32 undergraduate programmes include the 26 aided programmes (B.A., B.Sc. and B.Com.), four self-financed degree programmes (BA Mass Media in Journalism, BA Mass Media in Advertising, B.M.S. and B.Sc. I.T) and two B.Voc programmes which were discontinued from 2018-19, with the last batch graduating in 2019-20. The cross-faculty courses and applied components offered as electives allow the students to explore subject areas outside their core courses.

Nine aided Masters programmes (Papers and /or Research) in Botany, Chemistry, Geology, Life Sciences, Microbiology and Ancient Indian Culture and five self-financed programmes in Biotechnology, Physics, Big Data Analytics, Public Policy and Psychology are also offered. Eight departments (2 Arts and 6 Science) have PhD recognition.

Skill development/employability/entrepreneurship have been addressed in about 64% of the courses. Cross-cutting themes such as human values, human rights, environmental studies are incorporated into the curricula, and are mandatory for ALL undergraduates. Professional ethics including prevention of plagiarism is dealt with at the level of individual departments.

Over the last five years 6% of students have enrolled in the value-added courses and gained life skills. Projects are a part of the syllabus in more than 50% of programmes, and internships are encouraged. Although teacher assessment by students has been an integral part of teaching-learning at SXC for decades, structured online

feedback on academic courses and other parameters has been collected since 2018. Attempts have been made to implement some of the recommendations that came up frequently after data analysis.

Teaching-learning and Evaluation

Criterion II: Teaching-Learning-Evaluation

SXC has a simple admission procedure with a good demand ratio for the programmes offered at the undergraduate and postgraduate level. For admission, criteria and processes laid down by the University of Mumbai and the Government of Maharashtra are followed and applications are invited online for the first-year degree programmes.

A student's language proficiency is assessed within the first week of enrolment through a test. Those needing additional tutelage are then directed to the Language Laboratory. The advanced learners are provided an opportunity to enrol in the Honours programme, a co-curricular activity pioneered by SXC, that provides an opportunity for further academic exploration.

SXC evaluates the learning levels of the students via rubric based continuous internal assessments and a semester-end assessment in a 40:60 ratio. Examination registration, issue of hall tickets and marksheet generation are automated by the ERP system. On an average, results are declared 36 days after the last examination. The Controller of Examinations documents the passing percentage for each academic year.

Fifty percent of the college staff hold a Ph.D., are experienced (average teaching experience 13 years) and are dedicated to enhancing the teaching-learning environment through innovative teaching approaches and experiential learning.

Objectives are defined for each course and the outcomes (CO, PSO, PO) are prepared in the framework of the revised Bloom's taxonomy. In addition, Teaching Plans created by the Faculty serve as guidelines for the semester.

Research, Innovations and Extension

Criterion III: Research, Innovations and Extension

SXC aims to promote a research culture among students and faculty with its excellent centres of research in science and humanities and a well-defined policy for research, innovation and consultancy.

Eight departments are recognised as research centres, with 14 faculty approved as research guides by the University. Ten students registered as new research scholars and 9 were awarded PhD during the assessment period.

Faculty received grants worth Rs 51.72 lakhs from government funding agencies / industry-sponsored projects. Faculty published 102 research papers in UGC Care listed journals, and 40 books/chapters/conference papers. Additionally, nine faculty obtained national and international fellowships for advanced research and conference presentations from reputed professional bodies. The college uses Turnitin plagiarism software for the submissions by the students and adheres to ethics of research and publications as notified by UGC.

SXC is one among 200 colleges in the country where the Entrepreneurship and Skill Development Hub was launched by the Hon. Prime Minister of India in February 2019. The E cell of the college conducts activities to foster the spirit of entrepreneurship among students.

One of the strengths of the college is the outreach and extension work undertaken by all undergraduate students through the Social Involvement Program and its discipline-centric activities through departments. Totally 64 extension and outreach programs were carried out with the participation of 5081 students. The activities include Swachh Bharat Abhiyan, care of the aged, tree plantation drives, recycling of tetra packs and multi-layered plastics and solid waste management to name a few.

SXC has signed MOUs with 34 institutions of national / international importance and has undertaken 22 collaborative activities during the assessment period, giving a wide range of opportunities to the students and faculty members of the college to interact with experts from different fields and thus expand their horizons of knowledge and learning.

Infrastructure and Learning Resources

Criteria IV: Infrastructure and Learning Resources

St. Xavier's College is a 152-year-old heritage building with a campus spread over 2.986 acres.

The college has a total of 53 classrooms and seminar halls and 34 laboratories fully ICT enabled, along with 2 video centers, 3 editing studios, 1 sound editing studio and an ICT enabled boardroom. Presence of ramps, elevators, disabled-friendly toilets, motorized wheel-chair and tactile paving provide the required infrastructure for differently-abled students.

The Fell Gymkhana facilitates indoor and outdoor sports as well as non-sporting activities such as yoga, drama, etc. Being an inclusive campus, the sports centre also caters to adaptive sports.

The Reference library and the Lending library together house 1,03,185 books and 93 journals in print and electronic resources along with numerous rare books for the students and staff. An online database of the books and journals is maintained and access to these is provided through five OPAC terminals in the library. A photocopying facility exists near the reference library. The newest addition to the library is the electromagnetic gate for security and to register user foot-fall.

IT facilities on campus enhance the effectiveness of teaching-learning processes. There are 314 computers available for student usage.

The college has spent over 7 crores for infrastructure augmentation during the assessment period.

Student Support and Progression

Criterion V: Student Support and Progression

The Institution provides diverse avenues to its students for nurturing their capacities and capabilities; simultaneously addressing their creative, psychomotor, economic and social requirements.

During the assessment period, 804 students were awarded Institutional scholarships while 248 students availed Government scholarships. Centres such as Language Lab, Entrepreneurship Cell, Xavier's Resource Centre for Visually Challenged (XRCVC), Extra-Curricular Committee and Wellness Centre offered activities and workshops aimed at enhancing student capabilities. The Language Lab primarily caters to students with linguistic challenges while the Wellness Centre caters to the mental health of students through activities and counselling service. The XRVCV offers assistance and training specifically aimed at, but not limited to, the differently abled (Divyangjan). Departments organised career guidance and alumni interaction sessions regularly to help students determine their future path. The Internal Committee, Anti-Ragging Committee and College Grievance Redressal Committee were available to resolve student grievances.

In the assessment period, 619 students were recruited through campus placement. Every year our students are predominantly seen to progress towards higher educational pursuits. However, these numbers were affected in the assessment year due to the COVID-19 pandemic.

In the assessment period, 58 multi-faceted cultural festivals and sports events were organised. These included Janfest (Indian Classical Music), Malhar (intercollegiate cultural festival), Ithaka (English theatre), Antas (Hindi cultural), Aamod (Marathi cultural) and Sitare (cultural - Commerce section), and events by the Extra-curricular Committee. The events offered a platform for nurturing students' talents and develop in them organisational skills, work ethics and teamwork. The Annual Sports Days received active participation from students and staff alike. The Student Council by its representation on key committees played an important role in helping the college management provide better facilities and academic environment to its stakeholders.

Alumni connect has been maintained by the Xavier's Development Programme (XDP) through a dedicated website (<https://alumni.xaviers.edu/>). Alumni were actively involved in College activities - as members of Board of Studies, as resource persons in seminars or conferences, as speakers or performers in festivals as well as in the sesquicentennial celebrations in 2019-20.

Governance, Leadership and Management

Criterion VI: Governance, Leadership and Management

The Strategic Plan drawn for 2015-20 highlighted Optimal utilization of resources, Classroom upgradation, Discipline-centric SIP, Enhancing inclusion on campus and Creation of a Wellness Centre. The plans were deployed successfully.

Various measures were undertaken to ensure the welfare of SXC staff, e.g., sanctioning interest-free loans [teachers provided with financial support 10 (2015-16), 10 (2016-17), 7 (2017-18), 21 (2018-19) and 19 (2019-20)], reimbursement of Mediclaim premium (50%) of non-teaching staff, conducting knowledge/ skill-based programmes (21) for staff, provision of book grant and encouragement to attend conferences/ refresher courses/ orientation programmes/ short term courses/ online training programmes [42 (2019-20), 21 (2018-19), 9 (2017-18), 19 (2016-17) and 16 (2015-16)].

The college conducts a statutory external audit by Chottalal H. Shah and Company and internal financial reviews by the Bursar of the Parent Trust. Funds are mobilized from various Government / Central Government schemes such as the UGC XII Plan, CPE and CE Grants, DST/FIST, Autonomy fund, DBT Star College scheme, etc., with RUSA being the most recent.

Quality assurance initiatives of the institution include: participative management, promotion of academic quality (19 collaborative initiatives, 14 orientation programmes, 10 Conferences/ Seminars/ Workshops on quality), upgradation of facilities, implementation of an ERP system (for admission, administration, examination, and library, developed partly in-house and partly by professional services, e.g., Silvodel technologies), environmental sustainability, internal and external audits (about 12), regular IQAC meetings, participation in NIRF (national ranking of 90, 96, 74 and 40 for the academic years 2019-20, 2018-19, 2017-16 and 2016-17, respectively).

Institutional Values and Best Practices

Criterion VII: Institutional Values and Best Practices

SXC is committed to the holistic development of its students, with human values and inclusion featuring as highly desirable attributes. Attention to human values provided by Courses like 'Giving Voice to Values', 'Human Rights,' and commemorating days of national/ international significance fosters universal values of integrity, tolerance, equality etc. The college has a code of conduct laid down for staff and students that is aligned to its vision and ensures a gender neutral, healthy atmosphere on campus. In addition, the Social Involvement Program, with its 226-strong NGO network, sensitizes students to empathize with the marginalised and disadvantaged. The program, which is mandatory for all undergraduate students of Science and Arts, has expanded to include discipline centric activities as a compulsory component.

Inclusiveness (regional, linguistic, socio economic and secular), a distinctive feature of SXC is spearheaded by the Xavier's Resource Centre for the Visually Challenged, which facilitates spread of higher education among students with disabilities. It has programs for accessible content creation and inclusive education for teachers and special educators.

SXC has a gender-neutral campus where: young women can avail of special facilities like a dedicated Girls' common room and a sanitary napkin vending machine; physical safety is ensured by the installation of CCTV at key locations; and a Wellness centre that caters to the mental and emotional wellbeing of all.

The Xavier's Environmental Committee (XEC) and various programmes undertaken ensure environmental awareness. Green initiatives are in place with practices such as rain water harvesting, segregation of waste, composting and recycling of waste, vermin compost plant, also recycling of used paper, broken glassware, tetrapaks, MLPs and grey water, use of LED lights and solar panels. All events held on campus adhere to the norms laid down by XEC. SXC has earned over 1 lakh Green Points by its efforts.

SXC prides itself on the variety of co-curricular activities it offers students. From invited speakers, conferences, department magazines, fests, international programmes, research projects etc. to the Honour's programme for the academically advanced, all contribute to the academic grooming of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE (AUTONOMOUS)
Address	St. Xaviers College, 5 Mahapalika Marg, Mumbai 400 001
City	Mumbai
State	Maharashtra
Pin	400001
Website	www.xaviers.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajendra Shinde	022-22620661	9819100131	022-2265948 4	stxaviersmumbai20 20@gmail.com
IQAC / CIQA coordinator	Nandita Mangalore	022-22620665	9869661947	022-2261767 7	iqac.coordinator@ xaviers.edu

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Document.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	Not Applicable
Any Other	Not Applicable

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1869
Date of grant of 'Autonomy' to the College by UGC	31-05-2010

University to which the college is affiliated		
State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-11-2014	View Document
12B of UGC	21-11-2014	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	28-09-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	21-06-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Xaviers College, 5 Mahapalika Marg, Mumbai 400 001	Urban	2.985	21251.3

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics	36	Twelfth Standard	English	55	55
UG	BSc,Life Science And Biochemistry	36	Twelfth Standard	English	31	31
UG	BSc,Life Science And Biochemistry	36	Twelfth Standard	English	23	23
UG	BSc,Chemistry	36	Twelfth Standard	English	75	75
UG	BSc,Microbiology	36	Twelfth Standard	English	31	31
UG	BSc,Zoology	36	Twelfth Standard	English	15	15
UG	BSc,Botany	36	Twelfth Standard	English	22	22
UG	BSc,Botany	36	Twelfth Standard	English	8	8
UG	BSc,Mathematics	36	Twelfth Standard	English	33	33
UG	BA,Statistics	36	Twelfth Standard	English	30	27
UG	BSc,Statistics	36	Twelfth Standard	English	46	46
UG	BSc,Geology	36	Twelfth Standard	English	57	57
UG	BSc,Information Technology	36	Twelfth Standard	English	66	61
UG	BVoc,Vocational Studies	36	Twelfth Standard	English	50	0

UG	BVoc,Vocational Studies	36	Twelfth Standard	English	50	0
UG	BCom,Commerce Under Faculty Of Commerce	36	Twelfth Standard	English	264	247
UG	BMS,Management Studies	36	Twelfth Standard	English	66	66
UG	BA,Mass Media	36	Twelfth Standard	English	33	33
UG	BA,Mass Media	36	Twelfth Standard	English	33	33
UG	BA,Ancient Indian History Culture And Archeology	36	Twelfth Standard	English	20	17
UG	BA,Commerce Under Faculty Of Arts	36	Twelfth Standard	English	30	29
UG	BA,Economics	36	Twelfth Standard	English	13	13
UG	BA,Economics	36	Twelfth Standard	English	67	67
UG	BA,Economics	36	Twelfth Standard	English	11	0
UG	BA,English	36	Twelfth Standard	English	50	46
UG	BA,History	36	Twelfth Standard	English	34	34
UG	BA,Political Science	36	Twelfth Standard	English	28	28
UG	BA,Psychology	36	Twelfth Standard	English	10	10
UG	BA,Psychology	36	Twelfth Standard	English	32	32

UG	BA,Sociolog y And Anthropolog y	36	Twelfth Standard	English	11	11
UG	BA,Sociolog y And Anthropolog y	36	Twelfth Standard	English	20	20
UG	BA,Sociolog y And Anthropolog y	36	Twelfth Standard	English	40	40
PG	MSc,Physics	24	Graduation	English	20	20
PG	MSc,Life Science And Biochemistr y	24	Graduation	English	20	20
PG	MSc,Life Science And Biochemistr y	36	Graduation	English	2	0
PG	MSc,Chemis try	36	Graduation	English	10	2
PG	MSc,Microbi ology	36	Graduation	English	4	0
PG	MSc,Microbi ology	24	Graduation	English	20	20
PG	MSc,Botany	24	Graduation	English	20	20
PG	MSc,Botany	36	Graduation	English	10	0
PG	MSc,Biotech nology	24	Graduation	English	30	29
PG	MSc,Geolog y	24	Graduation	English	20	18
PG	MSc,Informa tion Technology	24	Graduation	English	30	30
PG	MA,Ancient Indian	24	Graduation	English	60	43

	History Culture And Archeology					
PG	MA,Psychology	24	Graduation	English	30	30
PG	MA,Public Policy	24	Graduation	English	60	51
Doctoral (Ph.D)	PhD or DPhil,Life Science And Biochemistr y	36	Post Graduation	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	36	Post Graduation	English	10	0
Doctoral (Ph.D)	PhD or DPhi l,Microbiolo gy	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhi l,Zoology	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Botan y	36	Post Graduation	English	10	0
Doctoral (Ph.D)	PhD or DPhi l,Geology	36	Post Graduation	English	10	0
Doctoral (Ph.D)	PhD or DPhil,Ancie nt Indian History Culture And Archeology	36	Post Graduation	English	10	0
Doctoral (Ph.D)	PhD or DPhil,Histor y	36	Post Graduation	English	30	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				41				73			
Recruited	0	0	0	0	14	27	0	41	20	21	0	41
Yet to Recruit	0				0				32			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	6	13	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				85
Recruited	79	6	0	85
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	40	18	0	58
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	18	0	12	18	0	57
M.Phil.	0	0	0	2	1	0	1	3	0	7
PG	0	0	0	3	8	0	12	10	0	33

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	6	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	4	0	15

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		29		32	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	957	340	0	2	1299
	Female	1492	500	0	3	1995
	Others	0	0	0	0	0
PG	Male	94	36	0	0	130
	Female	271	90	0	0	361
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	0	0	0	8
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	325	417	367	411
	Female	497	502	475	475
	Others	0	0	0	0
Others	Male	202	177	220	224
	Female	372	342	364	349
	Others	0	0	0	0
Total		1396	1438	1426	1459

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ancient Indian History Culture And Archeology	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce Under Faculty Of Arts	View Document
Commerce Under Faculty Of Commerce	View Document
Economics	View Document
English	View Document
Geology	View Document
History	View Document
Information Technology	View Document
Life Science And Biochemistry	View Document
Management Studies	View Document
Mass Media	View Document
Mathematics	View Document
Microbiology	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Public Policy	View Document
Sociology And Anthropology	View Document
Statistics	View Document
Vocational Studies	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
47	47	47	47	47

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 24

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3788	3695	3776	3757	3646

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1338	1118	1139	1065	1058

File Description	Document
Institutional data in prescribed format	View Document

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3783	3696	3840	3747	3642
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
02	47	86	48	106

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
855	862	913	895	873
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
122	117	122	116	119
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
134	131	132	119	121
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11927	10726	13602	14668	15576
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
609	577	619	619	619
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 53****4.4****Total number of computers in the campus for academic purpose****Response: 314**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
556.08	506.17	466.44	458.35	717.84

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Over 15 decades St. Xavier's College, Mumbai (SXC) stays committed in its quest for academic excellence, holistic development and contribution to nation building by infusing dynamism in curriculum, pedagogy and research, while remaining rooted in Jesuit values.

Post Autonomy (academic) in 2010, we have enriched our curriculum based on a modern pedagogical framework, national and global developmental requirements by staying abreast with technological advancement, industry needs and national policy. We moved from a 4-point to 10-point grading credit system in 2018-19 to align with UGC norms. To meet global and national industry demands and offer students newer learning avenues, Certificate, Diploma courses and three postgraduate programmes: M.Sc. Big Data Analytics, M.Sc. Physics (Astrophysics) and M.A. Psychology (Lifespan Counselling), were introduced.

SXC offers 32 undergraduate, 14 postgraduate (based on the choice-based credit system (CBCS) structure offered by University of Mumbai) and 8 doctoral programmes. Students have a choice of a combination of subjects to select from during their admission for the BA or BSc programmes. Besides this, our curriculum offers a merit-based choice of cross faculty courses, paving a path for interdisciplinary learning, in the fourth semester of all undergraduate programmes (except BCom) where the BA, BMM and BMS students take a science course and BSc students can opt for a humanities course. A choice of applied component courses in the fifth and sixth semester is available for the BSc programme.

The Programme Outcomes, Programme Specific Outcomes and Course outcomes are clearly defined for all programmes and courses. Every department designs the syllabi for their courses which is passed by a Board of Studies (BOS) composed of department faculty members, industry members and subject academic experts. The BOS meets biannually to review and strategize for further enrichment of syllabus and its implementation.

Several departments have implemented project-based learning pedagogy, at the undergraduate / postgraduate levels thus reinforcing a research culture among students. Seminars and conferences at the local, national and international levels are organised every year by departments to update students in various fields and provide opportunities to interact and connect with experts.

Students are given ample opportunities to develop subject specific skills and soft skills in their regular courses, value added courses (through Honours Programme / Certificate / Diploma programmes). A mandatory Extracurricular credit (ECC), earned through their participation in various activities such as College fests, Department fests, Cultural Fests, Creating department magazines etc. showcases their talent and helps groom students to become efficient team players, effective managers and leaders. Jesuit values of

'sharing, pursuing justice and having concern for the poor and marginalised', are inculcated in the students through the mandatory Social Involvement Programme, where they participate in social outreach programmes with various NGOs.

Our curriculum thus ensures global and national educational standards are achieved by developing professional competence, excellence, critical, creative and collaborative thinking and encouraging inclusion and social contribution in the young graduates of the college.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 80.85

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 47

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 38

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 64.82

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
592	574	599	568	517

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 39.21</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 358</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 913</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 47</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

St. Xavier's College, Mumbai (SXC) as a Jesuit educational institution strives to provide a curriculum that integrates academic excellence with relevance. Incorporating crosscutting themes like Gender, Human Values, Environment and Sustainability and Professional Ethics into our programmes, has helped us offer content across disciplinary boundaries and encourage students to experience integration in their personal lives and inclusion in their social contribution.

Human values:

Upholding the Jesuit values of '*Cura Personalis*' meaning Women & Men for and with others, we mould our students to be sensitive and value human rights. The mandatory course 'Giving Voice to Values' aims to examine and interrogate one's values, moral-ethical dilemmas that one could face in the process of decision-making and talk about harmony among the diversity of Indian culture. The Social Involvement Programme (SIP), a compulsory credit, offers the students a practical opportunity to showcase these values through their interaction with the marginalized. Multiple courses in the faculty of Arts, reflect and discuss topics of human rights both with historical and current perspectives. The activities of Xaviers Resource Centre for Visually Challenged (XRCVC) focussed on creating a truly inclusive environment on the campus.

Gender:

A gender-neutral and safe environment is nurtured on the SXC campus. Along with the special course on Giving Voice to Values, gender dynamics is included and discussed in multiple courses offered by Humanities such as English, Economics, History, Literature, Sociology, Psychology and Public Policy among others. The Cross-faculty course on Psychology of Relationships, a unique elective for science students, sensitizes them on the subtleties in relationships, marriage and sexuality. WDC conducts periodic self-defence and sensitization events.

Environment and Sustainability:

SXCM is committed to caring for the environment and envisions that our students exemplify care for the environment and sustainable practices in their lives through the special course on Environmental Studies, multiple courses in the Arts and Science faculty, elective applied-component courses on Environmental

Science, offered to final year BSc students. These provide students with the knowledge base and practical exposure to engage in addressing complex environmental issues in a solution oriented, interdisciplinary perspective for sustainability. Projects on Solid waste management, a student run Xaviers Environmental Committee (XEC), Zero Waste cultural festivals, US Embassy award for a pilot Greywater recycling plant are some examples of positive environmental impact initiated by students pursuing these courses.

Professional ethics:

Apart from the Special course 'Giving voice to values', about 35 UG and PG courses expose students to professional ethics in areas such as business ethics, ethics in counselling, creative writing, policymaking, genetic cloning, clinical studies, stem cell and in conducting research. Awareness of desirable ethical practices is facilitated through course content, discussions, debates, and a strict anti-plagiarism policy. Academic ethics is implemented by a plagiarism check of submissions.

SXC has designed its curriculum to create a community of individuals that are competent, ethical, have compassion for all, are committed to striving for social justice, harmony, environmental sustainability and will care for the marginalized.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 112

1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	26	21	21	19

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 6.54**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
357	269	243	178	176

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 13.36**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 506

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** B. Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.76

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1493	1383	1438	1428	1459

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1557	1477	1577	1577	1577

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 90.68

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
530	573	511	580	562

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Designing and conducting programs for students at multiple learning levels has been a part of the ethos of St. Xavier's College. The advanced and slow learners are identified by various assessment methodologies.

The Honours programme, a co-curricular activity for the academically advanced learners is enabled by the enthusiastic Faculty. Since its inception in 1993, the Honours Programme has provided students with an academic platform for deliberation beyond the course work. To be eligible for a certificate, students had to complete a course of seven credits over three years. The programme stimulates higher order thinking skills through workshops, site visits, research projects and interactive lectures with eminent invited speakers. The Honours programme was reorganized in the year 2016, with three Hubs— lingua/ humanities, physical sciences and biological sciences. The aim was to provide an interdisciplinary platform for students to explore fields beyond their curriculum. Students meeting the eligibility criteria (CGPA) laid down by the Honours Committee may register for the programme. A student would have to take up five credits from the hub which has the subject he/she wishes to major in and additional two credits as transfer credits from another hub. One credit requires 15 hours of work. Students are awarded a certificate if they have completed all the required credits and have maintained a consistently good attendance record (minimum 75%).

A needs analysis of our hesitant learners based on information about their medium of schooling, native tongue and exposure to English is used to identify those who would benefit by engaging with the Language lab and availing of its language acquisition technology. The lab assists students facing difficulty in learning English, Hindi, French and Marathi and also those who would like to improve their communication skills. As part of the training imparted the Lab, focuses on Grammar, Vocabulary, Soft Skills, Lab Activity (covering listening, speaking, reading, writing skills).

Relevant exercises are tailored to meet the needs of individual learners. Students who hail from the remote interior regions of a state, though not technically slow learners, usually have confidence issues to deal with. Language Lab thinly interlaces different teaching approaches into the course structure that a slow learning student chooses to take up.

This is how the institution benefits straight-A students who are ahead on the learning curve and require advanced technical know-how, and also supports the other learners who are unable to keep pace with the classroom teaching needs and who require extra attention so as to be at par with the rest of the students on an inclusive campus.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 31:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

A college of excellence, a recipient of the Star College Status grant from DBT and a recipient of grants from organisations like DBT and RUSA, St. Xavier's College has prioritised student experiential learning through projects, exhibitions, field trips and privilege walks.

Since the college became autonomous, projects became a regular feature of the syllabi for a large number of UG and PG courses due to grants received from DBT, RUSA and the Star College Scheme. Prior to this, experiential learning was limited to students who participated in the Honour's Program.

Many departments organise exhibitions which enable students to consolidate their learning and get a more in-depth and comprehensive grasp of the subject.

'Xynergy' was one such exhibition which was put together by various departments in the Faculty of Arts. The exhibits covered educational games, quizzes, career opportunities and many other attractions. The objective was to make college students, aware of the various disciplines in humanities and help them make informed career choices based on their aptitude and interest.

'Popularisation of Science' was an exhibition which was organised by the Faculty of Science. The exhibits put up by each department consisted of working models, charts, real life visuals, microscopic images, fold scope microscopy in use and educational games among several other projects. Some highlights were the Sky-on-Wheels (a mini stargazing theatre), Tree Walk and live demonstration of experimental techniques in different laboratories.

The Department of Microbiology has organised their exhibition as an annual event since 1989. The exhibition is presented by the Second-Year students. The exhibition covers varied advances in general microbiology, genetics, biotechnology, immunology, food, environmental and medical Microbiology. The Department of Zoology organises their annual exhibition 'Walk of Life' showcasing various specimens in the department based on a chosen theme. The Department of Life Science conducts an annual orientation for their freshers planned and executed by their seniors in the form of work stations with live experimental demonstrations.

A 'Privilege Walk' was conducted by the Department of Sociology that involved students thinking through certain questions, collectively and individually, regarding their experiences in relation to their peers in college today.

Field-trips/ Industrial visits are a significant part of experiential learning. The Departments of AIC, Botany, Geology and Zoology have such trips as a mandatory component of their curriculum. They conduct field trips to Botanical gardens, National Parks, Research field sites and institutes, Bird Sanctuaries and Marine walks. This helps students put into practice what they have learnt in the class and also familiarizes them with the challenges of field work.

Consequently, we see that St. Xavier's College, Mumbai brings about an overall development of students through experiential learning and it forms an integral part of academics.

File Description	Document
Any additional information	View Document

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

Response:

Use of Effective teaching and learning methods has been the main strength of St. Xavier's College. The Staff have appropriately tailored their pedagogical methodologies to suit the millennial learner. Our institution has effectively incorporated digital technology in teaching and learning. The entire campus of St. Xavier's College is Wi-Fi enabled. There are altogether 39 ICT enabled classrooms on campus. These classrooms are equipped with a range of tools inclusive of over-head projectors as well as sound arrangements like audio-microphones and speakers. Also, there are 10 Smart Classrooms that are equipped with digital displays, whiteboards, speakers and microphones. Apart from this, there are three well equipped AV rooms: Multimedia Room, SCAVI and the Seminar Room. The infrastructure herein has been capably used for visual, virtual-experiential and interactive learning. The institution also houses computer labs: Big Data Lab, COGLAB, Bioinformatics lab, the Statistics lab, Maths lab and two computer labs in the Knowledge centre. Students can also avail themselves of the computers housed in separate cubicles in the Reference Library for completing their assignments or to browse the Web. The COGLAB is an interactive online laboratory which helps the students build their neuroscience and cognitive psychology concepts.

Technology has infiltrated not only the infrastructure but also our teaching methodology. Our educators have been using Information and Communication tools for teaching, evaluation, communication as well as resource sharing. Learning Management Systems like Google classroom, Canvas and MOODLE are used to share course related information with the students and for continuous assessments, quizzes and assignments. Our faculty has also used online resources such as YouTube videos and animations, Blogs, movies, TED talks and online channels such as VIDYAMITRA to facilitate learning. We encourage our students to gain historical as well as contemporary knowledge of the subjects they choose. To achieve this, our teachers have used online repositories such as Google scholar, NCBI-PUBMED, SHODHGANGA, INFLIBNET, NDLI, Virtual Labs, etc.

Some of our faculty also used parts of Open Courseware to add to some discussions. Among the ones frequently used were MOOCs-Swayam courses, MIT-Open Courseware, Stanford online, NPTEL courses, Swayamprabha, e-PGPathshala, FOSSEE and Kaggle.

The students avail themselves of the ICT tools in the classrooms as well as the AV rooms for individual or group presentations. Assignments were also given to students as a part of their internal assessments.

Checking for plagiarism in the assignments submitted has been an important part of the quality mechanism. Our faculty use TURNITIN to check for plagiarism. Teaching and evaluation applications include, PowerPoint, statistical software, EXCEL, E-Books, Google workspace tools like Google Forms, Google Drive, Google Calendar and so on along with mind mapping software like *MindMeister* and educational technology like *Padlet*.

With this ITC mode of education, we, at St. Xavier's College, constantly work with information and technology along the lines of supporting, enhancing and optimising the delivery of evidence, data, statistics, and facts and figures while teaching our students.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 31:1

2.3.3.1 Number of mentors

Response: 122

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

St. Xavier's College, Mumbai plans all the academic, co-curricular and extra-curricular activities for the upcoming year and documents them in the academic calendar for the year.

The academic calendar is prepared and planned before the start of every educational year, by a designated

committee of the college with inputs from the Academic board, the Principal, Vice Principals, Controller of Examination, Coordinator of IQAC and the Management Council. Furthermore, due care is taken to incorporate the gazette list of public holidays published by the Government of Maharashtra. The calendar is published on the official portal of St. Xavier's College as well as the college handbook.

The students could check the dates for various fests well in advance and schedule their participation based on their preferences and in accordance with their ongoing academic priorities. Seminars and workshops for all Faculty are held at regular intervals as are the orientation/training programmes for newly appointed teachers.

The Academic calendar highlights the dates of Continuous Internal Assessments (CIA-1 and CIA-2), practical exams, End Semester Exams (ESE), Additional Exams, moderation of assessed papers, display of answer papers, result declaration dates for FY/SY/TY students, TY farewell, graduation ceremony, vacation dates and public holidays. Most of the third-year students take various competitive exams such as CAT, JAM, UPSC and MPSC to be held during that academic year and sharing of the college calendar in advance helps them to plan their time to prepare for college exams as well as these competitive exams. Teachers too plan their research work during these vacations or engage in Faculty Development Programs. This is also helpful for outstation students and staff, who plan to travel to their hometown for the vacations. Parents can also ear mark the Parent Teacher Meeting dates in their personal calendar well in time.

At the start of each semester (from 2019-20 onwards), every teacher in consultation with the head of the department prepared a teaching plan for the courses to be taught. CIA-2 modalities may vary from one faculty to the other and the students are informed about the modality in advance. Through department meetings at regular intervals, the HOD monitors the progress of the course as per the teaching plan. ESE for odd and even semesters are held in the months of October and March, respectively. Utmost care is taken by all teachers to complete the syllabus successfully, as per the teaching plan and the academic calendar. Various department activities are planned keeping in mind the academic calendar.

Teaching plans help teachers prepare the lecture material at a pace that suits the learning needs of all students. It also ensures enough time is devoted for discussions and mentoring sessions.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 93.72

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 50

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
67	60	56	57	58

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 13.07

2.4.3.1 Total experience of full-time teachers

Response: 1594

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**Response:** 35.4**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
40	35	34	34	34

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 1.55**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	47	86	48	106

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

The examination centre, with the help of an ERP software called PEDegree, incorporated modified systems

for the systematic requirements of senior college.

The paradigm shift was to host the data in cloud-based servers to have complete access from anywhere, and as a consequence, to be able to carry out routine work like data entry and declaration of results remotely. This was of immense help to college during the pandemic period for declaration of timely results in spite of lockdown restrictions.

Through the collaboration between the Exam Centre and ERP committee, the software used in SaaS (Software as a Service) model covers all functions that are required in any academic year. Some of these functions are listed below:

1. Marks Entry Portal for faculty.
2. Declaration of Semester Results and Graduation / Convocation marksheets.
3. Generation of reports like course-wise graphical charts (bar graphs), toppers list (subject wise and overall).
4. Generation of Record Sheet of individual students.
5. Attendance entry portal and automated incorporation into the marksheets.
6. On account of a shift from 4-point CGPA system to 10-point CGPA system, two different programmes are maintained.
7. Individual secure log-in (based on OTP sent to students' registered phones) for them to check their marks and attendance. Recent modifications made to allow parents too, to have a separate secure log in so that they can follow the performance and the attendance of their child.
8. Online Admissions (including SMS and bulk emails this year onwards and integration with the payment gateway).
9. Online administration of TAQs. Secure Log-in for students via an OTP on the student's registered phone. A hall ticket is generated only after a particular student fills all the TAQ form for all courses offered. This ensured that all the students filled TAQs.
10. Attendance App (Android and iOS version) for a direct transfer of attendance from faculty phones to the online portal and marksheets with automated generation of blacklist (designed and ready but implementation in abeyance due to the pandemic).
11. An App was designed for the students and their parents to log-in and check marks and attendance records with separate log-in credentials for students and parents (designed and ready but implementation in abeyance due to the pandemic).
12. Admission data and Report generation for documentation.

HIGH SECURITY CONVOCATION MARKSHEET AND PASSING CERTIFICATE

The Examination Centre initiated the use of high security convocation marksheet and passing certificate for the graduating students. Security features like invisible logo (visible under UV light), invisible signature of the Principal (visible under UV light), specialised borders, ghost marking, non-replicable fluorescent logo, etc. are placed on the marksheets printed on a non-tearable paper.

Examinations in Pandemic:

The Examination Centre ensured quality proctoring of online examinations during the pandemic through safe-browsers provided by Exam.Net and Gradeazy. The faculty were trained and were encouraged to use software for all the examinations to eliminate malpractices. All the exam sessions were video proctored by faculty.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

St. Xavier's College has formulated comprehensive, balanced and clear Programme Outcomes for the various Programmes offered. The overarching theme is based on the pedagogical values of the revised Blooms Taxonomy. Based on these Programme outcomes, the Departments formulated the Programme Specific Outcomes (PSO) and Course Outcomes (CO). This enables the general vision outlined in the POs to be concretized and converted to a deliverable through the COs. The same is discussed and deliberated in the Board of Studies (BOS) meetings in each Department. Inputs from the BOS and the Department Staff are taken into consideration when the COs are finalized.

The COs are a roadmap with concrete objectives and overall competencies that the current students in a course are expected to achieve at the end of their coursework. For students who aspire to join the institute, these PSO's and CO's serve as indicators of the achievable outcomes. The Course outcomes are specifically tailored keeping in view the Programme outcomes and pedagogical principles of Blooms Taxonomy.

The Course and Programme specific outcomes are re-formulated and restructured whenever changes in the syllabi are passed by the BOS. The same are then approved by the college Academic Council and the Management Board.

St. Xavier's College has identified the aspects below as Programme Outcomes.

- **Principle of *Magis* (More)** - Equip students with a strong academic perspective. Address the concerns of the world through rigorous academic inquiry within and across multiple disciplines.
- **Problem analysis / solving, design and development of solutions:** Principle of Reflection – Students will be able to gain knowledge, ask questions, develop skills and form conclusions through reflective thinking
- **Community engagement:** Principle of Forming and educating agents of change – Help students to share gifts, pursue justice and demonstrate through communication solutions, concern for the poor and marginalised.
- **Environment sustainability:** Principle of *Ad Majorem Dei Gloriam* (For the Greater glory of God) – Students are trained to implement best practices in environmental conservation and sustainability through action.
- **Ethics and Communication:** Principle of Discernment – Train students to discern ethical principles and personal values in light of academic experience.
- **Individuality and Teamwork:** Principle of *Cura Personalis* – Students will be able to work collaboratively and effectively with diverse groups towards personal and common goals.

- **Competencies for Employment and Research:** Instil professional competencies and values in students that aid in rapid growth, and provides them the confidence to be in positions of responsibility that help serve for the betterment of society.
- **Cultural and Global engagements:** Principle of Solidarity and Kinship – Enable students to integrate varying perspectives that link local and global realities.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Course outcomes are carefully listed after taking into account the Programme Outcomes. Due care is taken to ensure that the curricula are aligned with the Vision-Mission of the College and Programme and Programme Specific Outcomes. Each course outcome is mapped to one or multiple Programme Specific Outcomes.

We, at St. Xavier's college, have mechanisms to assess and evaluate student learning in observance with the pedagogy of Blooms Taxonomy and Course Outcomes. We have two internal assessments (CIA I & II) and a summative End Semester Assessment. The staff of the college use various methodologies for the Continuous Internal Assessments like written tests, MCQ's, Quizzes, Presentations, Assignments, Projects etc. through which our goals are achieved. There is a healthy mix of various assessment tools thus ensuring that a student has the opportunity to a fair and just evaluative system.

At St. Xavier's College, our assessments for Assignments, Presentations and Projects are done using a marking scheme grid. This marking scheme is regularly revised in accordance with our pedagogy and it ensures fair and equitable assessments.

The question papers for the summative assessment are set per the pedagogy goals and course outcomes. The question papers are scrutinized by the Department Heads and the Exam Committee. The exam results are published by the Controller of Exams through a report and at the department level, performance analysis reports enable us to assess attainment of objectives.

Regular feedback is sought from the students, by the Faculty and the College on Course curriculum, course objectives and assessment methodologies. Feedback is also sought from the BOS on question papers and assessment methodologies used.

The progression of each student is well documented during their academic journey at St. Xavier's College and is made available to the departments for analysis and course correction if required.

Apart from core academics, students are also encouraged to actively participate in co and extra-curricular

activities and these are reflected in their Marksheets. St. Xavier's has always emphasised personal and community growth and invites the students to participate actively in our Social Involvement Programme. This is an aspect of our Programme Outcomes which reflects the vision-mission of the college.

Feedback to assess the achievement of learning objectives by students is done indirectly via the teaching assessment questionnaire and directly via course feedback. This helps the Course Instructor to further enhance and upgrade the course in light of the suggestions given.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1272

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1272

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.3

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Professional innovation being one of the key components of its mission, St. Xavier's College has built up an academic environment by incorporating research components in the form of project-based learning at the undergraduate as well as postgraduate level. The college has a well-defined policy for research and is recognized by Mumbai University for Ph.D. programs in various disciplines namely: Ancient Indian Culture, Botany, Chemistry, Geology, Life Science, Microbiology, and Zoology. Some faculty members are recognised guides for Ph.D. in these subjects, thereby encouraging research activities amongst students and staff. To develop a research culture in the college, there are centres with good infrastructure and facilities for research on campus, such as Blatter Herbarium, Caius Research Laboratory, Heras Institute for History and Culture, and Nadkarny Sacasa Research Laboratory. The facilities in these centres as well as departments get frequently upgraded in terms of equipment etc. through various grants from agencies like DBT-STAR college, DST-FIST, RUSA etc. The faculty apply for and have received grants for their projects from government funding agencies like DBT, UGC and Mumbai University to pursue research as well as a few industry projects.

The college as well as departments organize various seminars, workshops and conferences inviting eminent scientists and researchers of national and international importance. This provides a platform for interaction, awareness and keeping up with current trends of research. Students and faculty are also encouraged to attend and participate in similar events organised by various institutes within India and abroad.

Multidisciplinary research activities are nurtured by encouraging inter departmental collaboration. Several of the papers that have ensued from such work have been accepted for publication by the peer-reviewed Research Journal 'Xplore', a UGC-Care listed publication of SXC. Quality research carried out by students - UG, PG, have also been accepted for publication in 'Xplore'.

Collaboration with industries for internships, projects as well as research is encouraged. Such collaborations have been helpful in promoting research ideas in addition to making curriculum more relevant and in tandem with current Industry requirements.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**Response:** 0**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

List of teachers receiving grant and details of grant received

[View Document](#)**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response:** 1.51**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	01	03	05

File Description**Document**

List of teachers and their international fellowship details

[View Document](#)

e-copies of the award letters of the teachers

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 51.72

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
7.88	4.64	10.05	12.21	16.94

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response:** 6.21**3.2.2.1 Number of teachers having research projects during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	04	07	05

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides**Response:** 11.48**3.2.3.1 Number of teachers recognized as research guides**

Response: 14

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 18.33

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
07	05	02	04	04

3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	24	24	24

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

St. Xavier's College has established internationally well-known centres to efficiently engage with and promote research culture among faculty and students. The following are the facilities housed in the Campus:

Blatter Herbarium:

The Blatter Herbarium is internationally recognized for Taxonomic studies and allied branches in Botany. It was established in 1906 by Rev. Fr. E. Blatter. In 1941, it was renamed "The Blatter Herbarium " by Rev. Fr. H. Santapau, who later became the Director of the Botanical Survey of India. He was awarded the 'Padma Shri' by the Government of India, and the 'Birbal Sahni Medal' by the Indian Botanical Society in 1964 for his services to Indian botany. BLAT is listed in the Index Herbariorum published by KEW - Royal Botanic Gardens.

Caius Research Laboratory:

Founded in 1947 and named after the late Fr. Jean Ferdinand Caius S.J., the Caius Research Laboratory initiated research work on medicinal plants of India. "The Medicinal and Poisonous Plants of India" authored by Fr. Caius is still a standard reference volume in this field. *Streptomyces caiuseae*, a microorganism secreting the antibiotic streptomycin that is catalogued in the Bergey's Manual, is one of the early discoveries from the laboratory. The laboratory has been conducting research on various projects involving Microbiology, Biochemistry, Botany and Geology.

Central Instrumentation Facility:

The Central Instrumentation Facility (CIF) was established in 2006 under the DST-FIST grant. The CIF houses high-end equipment used for research. The facility is used by all the departments for research by the Undergraduate, Post-graduate students, Honours programs and Doctoral Programs.

Heras Institute of Indian History and Culture:

Founded in 1926 as the Indian Historical Research Institute by Fr. Henry Heras S.J, the Heras Institute of Indian History and Culture strives to provide support for those in the field of history, archaeology and Indian art. It also encourages research publication through its half yearly published journal Indica.

NSRL- (The Nadkarny and Sacasa Research Laboratory):

Nadkarny Sacasa Research laboratory, one of the oldest research laboratories on college campus since 1932, was redesigned and renamed in 1971 after Prof. Vaman Vithal Nadkarny, renowned researcher and teacher; and Fr. F.J. Sacasa, S.J, who has contributed immensely towards research culture in the college. Research in the laboratory is being carried out in the field of Organic and Inorganic Chemistry. More than 150 students have been awarded M.Sc. and/ or Ph.D. degrees through the laboratory.

In addition to the above centres, the departments of Botany and Microbiology (Palacios Research Laboratory) also have research laboratories.

Entrepreneurship Cell (E-Cell):

The E-Cell facility was digitally launched on 3rd February 2019 in almost 200 colleges, all over the country by the Honourable Prime Minister of India under the aegis of Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a National Higher Education Plan that is sponsored by the Central Government. The E-Cell of St. Xavier's College being a part, works towards fostering the spirit of entrepreneurship and skill development among students through its various activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 27

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
15	05	02	00	05

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 1.36

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 19

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 14

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.86

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	20	24	16	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.34

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
08	07	08	07	10

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 5.1

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 10

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The vision of St. Xavier's College, Mumbai is "an academic community dedicated to the holistic education of future leaders who will demonstrate innovation in their professional competencies, integration in their personal lives and inclusion in their social contribution". We try to provide various support mechanisms to our students to experience and inculcate those values through the following channels:

1. SIP- Social Involvement
Program: <https://xaviers.edu/main/index.php/sip>, <https://xaviers.edu/main/index.php/best-practices>
2. SSL- Social Service League: <https://xaviers.edu/main/index.php/social-service-league-ssl>
3. XRCVC-Xavier's Resource Centre for the Visually Challenged: <http://xrcvc.org>
4. AICUF- All India Catholic University Federation: <https://xaviers.edu/main/index.php/aicuf>
5. Extension activities organized by Departments through various collaborations.

The aim of these activities is to sensitize students to social and allied issues for their holistic development. Through these outreach programs, our institute facilitates a platform for our students to learn, experience and create awareness about their social responsibility so that they can contribute back to society and be a responsible citizen.

Social Involvement Programme (SIP): Began in 1996 with the aim of making education more socially relevant. The students are encouraged to learn through direct involvement with the society. They work with street and slum children, physically and mentally challenged individuals, orphans, domestic workers, hospital patients, senior citizens, etc. They are required to carry out a minimum of 45 hours of work with an NGO and 5 hours of in campus activities.

Social Service League (SSL): The SSL of St. Xavier's College was founded by Fr. M.M. Balaguer in 1951. It is a voluntary organization made up of student members concerned about socially relevant issues. The activities and projects of the SSL include the following: Blood donation drives, Project Care, Rural Camp, Annual exhibition on some selected themes.

The XRCVC is an integral part of St. Xavier's College. The XRCVC was started in 2003 as an effort to ensure an inclusive environment for its visually challenged students. Since then, XRCVC has been actively working on research and implementation of Inclusive Education Models specifically for the Indian context. It has built models that can be easily replicated and scaled, and resources that could benefit other organisations, practitioners and persons with disabilities themselves.

AICUF: Social outreach is the basis of all AICUF activities. It includes social awareness, social service and social activism. The aim of this centre is to live up to the AICUF motto - "We are born into an unjust society and we are determined not to leave it as we have found it." It is a movement of university students with a vision for a new and just society.

SXC encourages departments to take up social outreach programs which have some department specific themes. Departments organize various activities such as cleanliness drives, health awareness programs and remedial coaching for students from municipal schools, plantation drives etc. enabling the students to make a connect with the subject of study and social values.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response: 4

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	01	00	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 64

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18	15	15	8	8

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 27.19

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1255	1104	1057	889	776

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 4.4

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
05	08	07	02	00

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 34

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
06	06	07	03	12

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The IQAC of St. Xavier's College, encourages the use of ICT in the teaching-learning process, which includes Smart Boards, Video-Conferencing, LCD presentations, Internet Connectivity etc. in designated multi-media rooms (SCAVI and MMR) as well as in all classrooms which are equipped with projectors, screens and sound systems. Some of the classrooms have smart-boards instead of screens. Most science laboratories also double-up as lecture rooms and are ICT enabled.

The library facilitates the easy accessibility of library books from college and outside via N-List.

Additional Academic Facilities:

Blatter Herbarium contains the largest collection of plants in Western India. It provides facilities for the study of Plant Systematics and has a well-stocked library on Systematic Botany. The digitization of the plant database is currently being carried out using a high speed ScanCraft Scanner.

Computer centre has ten fully equipped computer labs located across campus which includes two IT labs, one video conferencing lab and one Cog-Lab. Xavier's Language lab (26 computers) is equipped with the latest language acquisition technology to cater to both new and advanced learners in English, Hindi, French and Marathi. IT facilities in the library include 9 computers of which 4 are used by students for surfing the net and 5 are used for OPAC. The Mathematics and Statistics lab have 22 and 36 computers respectively. The most recent additions are the Big Data Analytics lab (31 computers) and Physics lab (10 computers) respectively. Additionally, all departments of the college are networked with fiber optics for enhanced collaboration between departments.

Caius Research Laboratory for Inter-Disciplinary Studies functions as a research centre for all the Science Departments. It provides facilities for faculty and students of the College as well as those from other Colleges/Institutes to carry out research projects and internships. A well equipped central instrumentation facility (CIF) is available for staff and students of the college.

Nadkarny-Sacasa Research Laboratory provides research facilities in Chemistry and connects research with industry.

Xavier's Visual Arts Studio managed by the Mass Media Department of the College is equipped with professional quality digital cameras (still and moving), lighting equipment and an A.V. editing unit and is open to all students of the College.

The institute is committed to equal opportunity admission based on merit to all students, with or without disability. The College has a support service (XRCVC: www.xrcvc.org) available for students with disabilities and an Inclusion Cell that helps provide solutions for effective inclusive education practices.

File Description	Document
Upload Any additional information	View Document

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

Response:

The Fell Gymkhana was established in 1954 as a facility for indoor sports, gymnasium and games. The size of the gymkhana is 3100 square feet and it provides facilities for training and recreation for indoor sports and for gymnasium. Facilities for indoor sports include, rubberized flooring for Badminton, 4 boards for Carrom and 8 boards for Chess. There are additional facilities for Rifle Shooting (10m Air Pistol and Peep Sight Range consisting of minimum 4 and maximum 6 lanes), Boxing, Judo, Fencing as well as Floor gymnastics. Equipment available in the gymnasium are pec-fly and back-fly, ab crunch, lat pulley, bench press, preacher curl, leg extension, curl and press, adjustable bench, dumbbells and dumbbells rack, 28 mm bar (4ft, 6ft, E/Z) and bar rack, plates and plate rack.

The gymkhana facilities are available for students from 9:40 AM to 12:10 PM and 1:00 PM to 3:00 PM, for staff from 2:40 PM to 4:30 PM and for Commerce students from 4:30 PM to 5:30 PM.

Outdoor sports facilities include basketball court and a volleyball court. The college has a standard sized outdoor basketball court (28 m x 15m) with moveable basketball posts. The court is used to conduct the following activities: Team basketball, hockey and handball practices. Interclass tournaments of Basketball, Rink Football and Rink Hockey are also held in the basketball court as well as fitness sessions for students and training in adapted sports. The college has a standard sized volleyball court (18m long x 9 m wide) with removable volleyball poles. The court is used to conduct following activities such as team Volleyball and Throwball practices as well as interclass tournaments of the two sports. Additionally, the volleyball court is also used for practice of long jump and shot-put throw.

The Xavier's Cricket Pitch is located at the Azad Maidan North End with a pitch size that is 40 m x 40 m. It has been given on lease to promote cricket activities of the college by the Govt. of Maharashtra. It is used to conduct activities such as college team selections and practices. Various interschool/intercollege and MCA tournament matches are held at the Cricket pitch.

The Fell Gymkhana also provides space for Non-Sporting Activities (when facilities are not being used): yoga, practice of Dance and Drama. The gymkhana is also used as a multimedia hall for the conduction of seminars, workshops, meetings, exhibitions, etc. Fell Gymkhana has been used for Malhar's social initiative, such as Mini Malhar; where they tied-up with an NGO for children with Thalassemia.

An open-air stage is constructed in the first quadrangle, to host Janfest, the flagship event of the Indian Music Group (IMG). The Palacios Hall is the main site for all the cultural events held in college including College Day, Ithaka and the annual graduation ceremony, which is also live streamed in the SCAVI and MMR.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 53

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 25.07

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
175	45.1	104.95	106.19	282.07

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Name of the Software SLIM 21

Nature of Automation : Partial

Version : 21

Year of Automation : 1999

The College Library is a heritage structure in Gothic style, with an area of 834 sq. m. and is well known for its architectural details, design and furniture. The library houses numerous rare books dating from 18th and 19th century that are preserved under lock and key in the Honour's room cubicles. Apart from the regular services, the library also conducts a Library Science course for language disabled students of FYBA offered since 2010. Additionally, Systematic Library orientation and tours began in June 2017. A fumigation chamber was set up in the Lending Library (LL) in May 2005. Old books attacked by insects are fumigated with vapours of thymol. Closed Circuit TV camera system was installed in both the Reference Library (RL) and the LL in Dec. 2017. Photocopying service was outsourced to M/s. Daksha Copiers from 2003. An Electromagnetic Detection Gate was installed in the RL in June 2012, and another in May 2015 in the LL. Each one of these come with their sensor and magnetising-demagnetising units.

N-List, a consortium of e-books and journals was made available to readers from 2010 through the College with Potential for Excellence (CPE) status of the College. N-List gives access to over 3000 academic journals and over 1 lakh books. Access is user id and password enabled. Every Senior College student and teacher is entitled to N-List password and the Computer Centre is the administrator.

A Tata Trust grant to the Heras Institute initiated the Digitisation Project cum Institutional repository in 2016. Scanning work began in 2017 and a complete file of college magazine from 1908 till date in digitised format is available on the intranet.

SLIM from Algorithms, Pune was selected, as it was a modular, user friendly and integrated library management software. Funding for SLIM was from a Mahindra Grant. Dos 3.0 version of SLIM (System for Library Information and Management) was selected for Library automation and the software was installed in March 1999.

Computerization started with Cataloguing and Serials management. Acquisition's module was used after a year in 2000. In 2001 an additional computer was added along with an OPAC terminal, and a LAN was set up in the LL. The speed of data entry increased with more computers available for exclusive library use. The LAN was extended to the Reference Library in 2005.

In 2006, the software was upgraded to SLIM21-Lx web-enabled version on post-GreSQL Linux server with Windows front end. The number of OPAC terminals were increased to four, and the catalogue search was in a web browser. The SLIM circulation module for recording issue return of books began in 2010. In 2017, migration from Linux to Windows version of SLIM with a new Lenovo server was enabled. The OPAC is available on the College website since 2010, uploaded periodically by the Computer Centre.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 14.02**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
15.99	12.16	12.77	14.01	15.16

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**Response:** 2.05**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 80

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

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

Response:

The Computer Centre has ten fully equipped computer labs located across campus to support all the curricula of computer courses. In 2015-2016, the centre had 5 labs, consisting of a cybercafe, two IT labs, one video conferencing lab and one Cog-Lab. Xavier's Language lab (26 computers) is equipped with the latest language acquisition technology to cater to both new and advanced learners in English, Hindi, French and Marathi. The Xavier's Resource Centre for Visually Challenged, which caters to visually impaired persons, is equipped with various screen readers, text to speech converters, Braille machines, etc. IT facilities in the Library include 9 computers of which 4 are used by students for surfing the net and 5 are used for OPAC.

In 2017-18 and 2018-19 with funds from Star College grant the Maths and Stats lab were developed with 22 and 36 computers respectively. The most recent additions in 2019-20 are the Big Data Analysis lab and Physics lab for masters' programmes in IT and Physics respectively. IT facilities are available in the general (14) and treasurer's (18) office to enable the smooth conduction of admission process, transcript generation and other administrative services. Additionally, all departments of the college are networked with fiber optics for enhanced collaboration between departments.

In 2019-20, XIC was brought under the umbrella of the college management. The students have access to three computer labs (52 computers) and a library (3 computers).

The bandwidth in college was upgraded to 45 mbps in 2015-16. Currently 265 mbps (MTNL + Microscan) is available for staff and students, while campus offices have a bandwidth of 100 mbps (Hathway). Airtel firefly provides free WiFi to staff and students via 18 access points on campus.

There are ten servers located on campus (2 - Dell, 3 - HP and 5 - Lenovo). Digital upgradation of classrooms began in 2015 and was completed in 2018-19. Installation of CCTV cameras for enhanced security on college campus began in 2015-16 and was completed in 2017-18. Five digital signage TVs on campus were installed in 2016-17 to broadcast vital information. In 2017-18, college substituted Cyberoam for Sophos firewall. A public announcement system was installed in 2019-20 to facilitate announcements throughout college. The college has a tie up with Google (gSuite) and Microsoft (teams) since the year college was granted autonomy. The Blatter, Heras and Library are equipped with ScanCraft scanners to digitalize and catalogue herbaria, heritage resources and rare books.

Computers are regularly assessed for their working condition and the software outdatedness. Based on these they are either donated or sold as scrap for e-waste. Post warranty period the computer centre maintains computers on campus via a service agreement.

Funds for the IT facilities available on campus are primarily from Department of Biotechnology (DBT), Sir Ratan Tata Trust (SRTT), University Grant Commission for Bachelor of Vocation degree (BVOC), College of Excellence (CE) and Rashtriya Uchchar Shiksha Abhiyan (RUSA).

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 12:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 21.24

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
68.40	171.30	62.13	98.25	181.46

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

The infrastructure and equipment of St. Xavier's College are maintained by the Administrator's office. Regular maintenance is carried out via AMCs as well as routine checks of electrical, equipment, water purifiers and sewage and garbage disposal. A technician is employed on contract basis for the basic up-keep of the laboratory equipment. Electric connections are inspected every 6 months at main locations on campus. Formal external audits for electrical, fire and structural safety were conducted most recently in 2019-20. There are 11 Aquaguard units installed in common areas across campus and 19 others which are dispersed in various departments, staff-room and Jesuit quarters, etc. Following are the tasks attended by the Admin office on a priority and/ or routine basis: Electrical, Carpentry, Plumbing, Telephone, Air-conditioning, Civil work, Painting, Pest control, Welding, Polishing, Interiors, Events, etc. Laboratories are regularly cleaned and classrooms are cleaned every evening by support staff of the Administrator's office.

Library: The librarian takes care of all affairs associated with the library and coordinates with the admin office for regular upkeep of the library spaces. The AMC of the library computers is with Graham Information Systems Private Ltd. The procedures for weeding out accessioned and non-accessioned books is different since compliance with government rules is mandatory for accessioned books. Every Thursday the library is closed for cleaning and dusting of books. Insect-ridden books are fumigated in the fumigation chamber in the Lending Library.

Computer centre: The computer centre is partly solar-powered and is situated on the first floor of the Hostel Building. It includes 5 Computer Laboratories having over 314 computers. One of the Computer Labs has a Video Conferencing facility. Computers are regularly assessed for their working condition and the software outdatedness. Based on these they are either donated or sold as scrap for e-waste. Post warranty period the computer centre maintains computers on campus via a service agreement. The ICT equipment in all classrooms of the college are maintained by the computer centre.

Gymkhana: It is called the Fell Gymkhana (after its founder Fr. Fell S.J.) and has facilities for Body-building, Badminton, Table-Tennis, Carrom and Chess. The College has full-size Basketball and Volleyball Courts. The Director is assisted by other Coaches for different sports, as and when the need

arises. The equipment are regularly cleaned and maintained by the gymkhana support staff.

Multi-media centres: The Smith Centre for Audio-Visual Instruction (SCAVI) and the Multi-media Room (MMR) are centralized facilities for instructions and presentations for our staff and students. Booking of these rooms along with the hall and the seminar room are done through a link on the website. The maintenance of the equipment is carried out by the Computer Centre.

Hostel: The Campus Hostel can accommodate 104 male students in 40 rooms of variable occupancy. Only First and Third Years UG students and PG (I & II) students are admitted into the Hostel. The hostelites are expected to clean their rooms every day, while fumigation of the hostel is carried out every quarter. The Hostel Mess serves subsidized meals and refreshments to hostelites and guests. Applications are accepted only after admission to the College has been secured. The College Principal is the overall in-charge of the College Hostel. The College has an additional hostel facility at Seva Niketan (Byculla), run by the Jesuits in collaboration with the Management of the College. Many of our women students stay at Regina Pacis Hostel (Byculla) and the Missionary Settlement for University Women (Mumbai Central).

Wellness Centre: Founded in 1954; it provides services such as personal counselling, vocational training, information on careers in India and abroad, information on scholarships and financial assistance scheme, as well as organizing orientation programmes for new students. The college Chapel is part of the heritage building and provides a quiet space of prayer and contemplation. The Chapel along with the Wellness Centre promote the holistic wellbeing of the students on campus.

First-aid centre: Basic 'First-Aid' is available with the College General Office (CGO) and the Administrator's Office. The CGO personnel will facilitate the calling of a doctor in case of an emergency or the shifting of the concerned person to either G.T. Hospital or Bombay Hospital. A stretcher and wheelchair are available with the Gate-Security. There are three wheelchairs on campus. The College also has an Infirmary for those staff / students who fall sick while on Campus.

Green initiatives:

Sustainable power generation: Solar energy of 40 kW generated near the terrace lecture rooms supply power to canteen and library. Solar panels located on the hostel terrace are used for hot water generation in the hostel rooms.

Waste management: The Compost bin (near college entrance) and compost trough (behind the Department of Inter-religious Studies) are maintained by the Department of Microbiology. There is a pilot grey water treatment plant maintained by the Department of Life Science and Biochemistry, located behind the hostel building to treat and recycle grey water from the hostel bathrooms which is supplied to toilet flushes located on the ground floor of the hostel building.

Rain-water harvesting: Water collected from the terrace is directed into the bore-wells.

Internal environmental audit was carried out by the Xavier's Environmental Committee while an MoU to conduct an external environmental audit was signed with the Centre for Environmental Research and Education in March 2020. The audit could not be completed due to the lockdown.

Parking area: The parking area is located at the entrance of the college. The area of the parking space is 45 ft x 32 ft. and is mainly used for staff two wheelers and cars of the Principal and guests.

Campus security: is outsourced to Tiger Security. The security personnel are directly handled by the Treasurer's office.

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 1.34

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	19	25	91	97

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 4.31

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
168	167	159	159	151

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 5.45

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
315	304	244	106	52

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 10.83

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
134	152	129	98	106

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 0

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 00

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 67.81

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
37	20	03	02	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
71	23	03	02	0

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 22

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
06	07	04	03	02

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

COMPOSITION OF STUDENT COUNCIL:

The St. Xavier's College Student Council comprises of General Secretary, Treasurer along with one representative each from BA., BSc., BCom., BSc.IT., BMM, BMS, M.A., M.Sc., Sports, WDC, Cultural Secretary and lady representatives (nominated by the Principal). It serves as a link between the students and the college management.

ACTIVITIES OF STUDENT COUNCIL:

1) ADMINISTRATIVE: The Student Council, by its representation on key committees, plays an important role in helping college management provide better facilities and academic environment to its stakeholders. The Committees that it contributes to are as follows:

i. IQAC: As part of this committee, the Council members take feedback and suggestions from all the college students about available facilities, social environment, and academics through its class representatives. The feedback is then communicated to the IQAC for suitable action. The General Secretary as a member of the IQAC plays a key role in facilitating this communication.

ii. Infrastructure Committee: The Council draws the attention of the college administration to hitherto unaddressed needs of the student community related to campus infrastructure.

iii. Grievance cell: A Grievance Box placed outside the Student Council office is used to collect student complaints/suggestions regarding life on the campus. Alternately, grievances can be directed to student.council@xaviers.edu. Such notes or emails are reported to the Principal for further action.

iv. Discipline Committee: The Council members help in maintaining general discipline amongst students in the form of wearing I-cards, reporting any cases of substance abuse, ragging, maintaining dress-code etc. at all times while on campus.

v. Cleanliness Committee: The Council conducts various cleanliness awareness drives, taking regular rounds around campus – especially the canteen area, getting proper labelling done on waste-bins, ensuring

that each student is responsible for proper disposal of leftover food items and plates. In case of non-compliance, they report the matter to the Principal.

2) **ACADEMICS:** Each department used to nominate one/ two students to its Board of Studies, where he/she gave feedback on the courses and conveyed modifications, if any, suggested by the respective class. In its current construct the Board of Studies does not include students as part of its official composition, however, several departments do invite students as guests to represent their class.

3) **ORGANISATION OF STUDENT ACTIVITIES:** `

i. The student council plays a key role in organising the Independence Day and Republic day celebrations every year.

ii. The council along with Extra-curricular Committee is associated with organising events for the college such as College Day, Teacher's Day programme, Traditional day, TY Farewell and the Graduation Ceremony.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 11.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
25	19	4	4	4

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services.**Response:**

St. Xavier's College Association is more than 100 years old and was registered in 1964. This Association was managed by alumni till 2018. During the 150th year celebration the Association was brought under the umbrella of the Xavier Development Programme (XDP)—a College-based unit which was initiated to raise funds for college development projects. The management and staff of the XDP is largely run by college alumni, and keeps the goals of the Alumni Association in mind, while also attending to the major task of fund raising. The XDP manages the alumni website, whose aim is manifold: to create a connect with the alumni, to provide ongoing information about college academic programmes and cultural events and to raise funds for various infrastructure development projects. Digital copies of all of the college magazines starting from 1908 are accessible on the website. The “Weekly Connect”—a weekly event update—is uploaded every week. From 2015-2020, there were more than 5,800 alumni who registered on the website. On important occasions, e-bulletins are mailed to all those on our mailing list. The college social media handles are also used to promote XDP website material. The XDP is currently led by the Rector Dr. (Fr.) Keith D'Souza S.J., an alumnus, and is in the process of expanding its goals and outreach, in order to create a mutually enriching relationship between the college and its alumni. Outreach programmes of the XDP during this period have been held in various places across the world: Dubai, Singapore, Auckland and various cities of the USA.

Over the years, the Alumni Association and the XDP—along with several alumni faculty—have leveraged the connection with alumni towards the following ends:

1. Inspiration: The college has produced alumni who have been thought and value leaders in several fields across the nation. They serve as role models for our students.
2. Industry-connect: Enterprising alumni have served in several roles on campus: as lecturers, on Boards of Studies, on the Governing Body of the College and the College Development Committee, as resource persons for the Entrepreneurship Cell, facilitating internship and placement opportunities and providing career guidance.
3. Donation: Several alumni have generously donated to the college over the years: scholarships, student-benefit fund donations and larger infrastructure donations. By way of example, Onward Foundation—led by alumni Harish Mehta (first President of NASSCOMM) and his son Jigar Mehta—have donated about twenty-eight lakhs in terms of college infrastructure development in 2019-20.

Event Presence: Several alumni act as resource persons for Departmental events, helping the students make an informed choice for the future. The Advisory Board of the Indian Music Group (IMG) which organizes Janfest on 26th January has a number of alumni. The Malhar Conclave held annually around 15th August has been graced by many eminent alumni. The 150th anniversary celebrations featured numerous prominent alumni at various events held during the year.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).**Response:** A. ? 15 Lakhs

File Description	Document
Any additional information	View Document

N
A
A
C

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Xavier's College (Autonomous) is dedicated to the holistic education of future leaders who will demonstrate innovation in their professional competencies, integration in their personal lives and inclusion in their social contribution. The mission of the college is to facilitate training for professional innovation, to foster cultivation of personal integration and to encourage advocating social inclusion.

In keeping with its vision-mission, the college offers courses on giving voice to values, human rights and environmental studies with an emphasis on awareness of the needs of the self, rights of others and care of the environment. Every student of the Arts, Science and Commerce sections is part of these courses. The Student Beneficiary Fund (SBF) is an attempt to provide support to the disadvantaged, assisting them in their endeavour to gain a meaningful education. The Commerce section (evening) set up in 1988, continues to cater to the needs of highly motivated, economically challenged working members of society, who wish to pursue higher education.

Periodic reviews conducted over the years revealed the following strengths of the college:

- Successful engagement of stakeholders (students, parents, faculty, and non-teaching staff) in bringing to life a clearly articulated vision.
- Sensitivity of the Leadership towards others and contribution to a culture of empathy and inclusion.
- Conducive environment cultivated for accessibility to management (at all levels) and open communication.
- Financial management efforts to ensure that salaries are disbursed on time are greatly appreciated along with the financial assistance given to those who require it (particularly for the non-teaching staff).
- The growth of a trusted brand in education that has built upon the legacy of academic excellence, integrity and all-round development.
- Faculty are empowered through regular training and are granted leave to participate in conferences/development programs.

The college has chosen to focus on five areas as part of its Strategic Plan for the five years starting from June 2015 and these are in line with the Vision and Mission of the college. The College motto 'Provocans Ad Volandum' refers to the fact that St. Xavier's College encourages all stakeholders to fly high and to be the best they can be for themselves and for others.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Committees

St. Xavier's College acknowledges that participative management and decentralization of power in everyday action is important. This is instituted by creating a community of engaged pedagogues who involve themselves in not just curriculum-based student growth, but understand best how to lead to a holistic development of the student community through involvement in extra-curricular, co-curricular, and administrative activities. A comprehensive committee system was set up at the turn of the century (following a faculty workshop on planning for the millennium) and has been instrumental in the smooth functioning of all aspects of college life for students, faculty, and management alike. Over the years additional committees emerged from the needs of the College at the time. In 2019-2020 the number stood at 36.

Each Committee is appointed by the Principal, according to the interests and competence of the Faculty members. The committees draw on the expertise of the Principal and the Vice-Principal, who themselves act as conveners of several statutory committees, academic councils and governing bodies. However, it is the faculty members who voluntarily lead the way when it comes to college committees. These committees are involved in overseeing student admission, conduction of examinations, festivals, international programmes, seminars and conferences; operations of libraries, inclusion centres etc and additional activities such as disbursement of scholarships.

In 2019-2020 around 27 out of 36 committees were led by Associate or Assistant Professors thus showcasing the autonomy and trust invested in the faculty to collaborate and share in the accountable and co-opted running of the college and its trademark multifaceted nature. The committees help to manage the various centres, associations, academies, programmes, and leagues that are further led by student-bodies selected through rigorous interview processes, which increase the outreach of the college through this highly effective model of decentralization and participative praxis –based education.

For instance, i) the student council, that collaborates with the Extra-Curricular Committee brings representation to student issues and creates a peer-to-peer layer of shared experiential learning and restructuring. This council is constituted through a selection-cum-election process amongst its members with at least one student representative from each under-graduate and graduate-level programme.

ii) the Exam Committees are a particular level playing field where heads of departments, Vice-Principals and other faculty collectively share all responsibilities with no internal hierarchies in role-allocation. By establishing rotation in duty schedules, they manage the inclusive education-based evaluations for students with disabilities, supervision, packing, printing, collection of examinations, and declaration of results.

Although all the committees reported to the Principal, institution of the Committees brought about a democratised accountability and a redistribution of power that was necessary to maintain quality. The creativity and industry of the faculty has smoothened the operational aspect of the system, contributing to the Quality and All-Round Education imparted at SXC.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

OPTIMAL UTILIZATION OF RESOURCES ON CAMPUS:

As a part of its focus on growth and to keep in sync with its evolving vision, the college drafts strategic plans for 5-year segments. In the strategic Plan for 2015-2020, one of the areas selected for attention was: **The Optimal utilization of resources on campus**, with physical resources such as space, water etc. and the intellectual resources of knowledge, training and experience being considered under the broad umbrella of 'Resources on campus'.

1.Space: Following an informal space audit by the principal, an area was identified for the offices of student centric committees such as: the Extra Curricular Committee, Malhar Committee (shared) and Students' Council, as it was recognized that students need a dedicated space to operate from. By donating unused Urdu books to appropriate Institutions, cubicle space was freed in the Library for student academic group discussions and shelves were available for more current books / journals. Access to additional space was also obtained by signing an MoU with St. Xavier's School so that new programmes could be introduced (e.g. MSc.-Big Data Analytics, M.A.-Psychology, M.Sc.-Physics)

2.Conservation and Management:

A) Electricity: To become a more environment-friendly campus, the damaged solar panels were repaired, the bulbs and tube lights on campus were changed to the CLF type. Maps of the electrical appliances per classroom were created and affixed in every classroom so that specific appliances could be switched on without resorting to the trial-and-error-method and timers were installed for the ACs in some labs.

B) Water harvesting and recycling: Rainwater is harvested and collected in a bore well for use in watering the garden. In addition, a grey water recycling pilot plant was set up to treat the wastewater from the Hostel bathrooms so that it could be reused in the toilets.

C) Waste management: a) Composting: Plant waste from the Botany lab is collected in the compost pit b) Segregation of canteen waste: Initiative of Department of Microbiology c) Dry waste recycling: i] Old/used paper is given to Sampurn(e)arth Environment Solutions Private Limited (SESPL) in exchange for green points that can be redeemed for stationery, made using 100% recycled paper. ii] Used tetrapacks collected on campus are sent to RUR Greenlife Pvt. Ltd for recycling in exchange for redeemable Green points. iii] Old newspapers: library provides departments that require it, with old newspapers for their practical work iv] Plastic recycling and Broken glassware repurposing are additional avenues in waste management.

3. Maximizing intellectual resource utilization by : a) inviting students/teachers from schools and colleges to engage with us through visits or lectures/lab work/exhibitions on the campus, b) our faculty and students going as resource persons to other colleges and schools respectively (enhanced by the discipline-centric SIP) c) XRCVC extending training and sharing its resources with other Institutions

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

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.

Response:

The functioning of SXC is based on a hierarchy that is evident in the organogram. At the top is the governing body (GB) of the Trust which implements the Vision and Mission of SXC, initiates new programmes, participates in the appointment of key officials etc. The GB of the college reports to the Trust on key issues and forms the link between the Trust GB and the college officials. Part of its role involves preparing the annual budget, recommending new programmes etc.

The Principal forms the connecting link between various statutory bodies on campus (of which he may be a member) and the GB of the college. This helps him understand the pulse of the college and empowers him to make informed choices for SXC and take decisions that will benefit the entire college. The Treasurer, Registrar, Heads of departments and the convenors of several key cells report directly to him. However, as decentralization plays a significant part in the operation of college, SXC appoints 2 Vice Principals (VP) to handle the daily administrative issues on campus and an Academic VP (our equivalent of an IQAC coordinator) to take care of all academic matters.

The Registrar is overall in-charge of non-teaching staff.

The faculty and non-teaching staff of a department/library etc. report to the Head.

All the Statutory bodies on campus function as per the norms set down by the UGC / University of Mumbai, reporting to the Principal. The Academic Board, however, is not a statutory body. It was constituted to assist the Principal in tackling issues that may come up in the day-to-day operation of the college. The AB holds weekly meetings where brain storming/planning/trouble shooting occurs. Ideas brought up by faculty /students are brought to the board which then decides which cell/committee would be best suited to take the matter further, if it is so required.

SXC has over 30 committees handling different aspects that need attention to ensure the smooth running of the college. These include areas such as academics/administration/ cultural development/ social involvement/inclusion to name a few. Some of the convenors report to the VPs while others may report to the Principal in a need dependent manner. All financial matters have to be discussed in advance (especially

if the expected expenditure is high) with the Treasurer who is a part of the SXC-GB and the Trust GB.

Faculty are a part of every student body on campus, whether it is a temporary one such as a fest or one that is permanently present such as the AICUF. The faculty are rotated between the various committees to ensure that there is no stagnation or proprietorship seeping into their attitude.

We thus see that there is both an interconnection and a semi-autonomous decentralization in the functioning of the various bodies on campus.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- Timely payment of monthly salaries of all staff, whether or not the salary grant is released by the state government at the scheduled time. To ensure this, the college pays a substantial amount of interest to the bank for an overdraft facility against fixed deposits which are pledged for the same. This especially benefits those with monthly loan repayments/ policy payments and non-teaching staff who are more susceptible to getting into loan traps.
- Interest free loans, advance against salary and festival advances have been extended on request to well over 75% of the non-teaching staff and several teaching staff over the years.
- Special consideration for admission of the children of staff to the college, via the management

quota.

- Reimbursement of 50% of the premium amount paid by any non-teaching staff towards his/her Mediclaim.
- Payment of a lump sum of Rs. 1000/- per child of a non-teaching staff member (for a maximum of two children) as part of their children's tuition fees.
- Human Development seminars and training programmes on various themes for teaching and non-teaching staff are held, either on the campus or in the Khandala villa. Faculty and nonteaching staff are also supported in terms of financial assistance towards registration for seminars and workshops.
- Book grant for individual teachers: The University has a similar scheme; however, the college scheme is availed of by at least 90% of the teaching faculty. The college currently pays a sum of Rs. 1000/- per year.
- The College has a Wellness Centre which has qualified counsellors who may be approached by students and staff, whenever necessary. The Wellness Centre also provides a 50% discount to children of the faculty and nonteaching staff for psychometric assessment.
- 24/7 free Internet facilities are provided for all on campus. Google Suite/ Google Workspace accounts (xaviers.edu) are provided for all staff.
- The college regularly sponsors the participation of primarily nonteaching staff members in sports and leisure events.
- The Economics department of the college conducts financial literacy training programmes for the nonteaching staff as well as camps for obtaining Aadhar card, PAN card and Voter ID.
- Research support by way of financial advance is extended to those staff members who have obtained research grants but who require some advance amount to be spent to procure apparatus and material.
- FIP Scheme substitute's remuneration is paid on time irrespective of the arrival of the payment for the substitute.
- To facilitate staff bonding and communicate appreciation to staff, Women's Day, Christmas gathering, Sports Day, Teacher's Day are celebrated as well as tokens of appreciation and Christmas incentive for nonteaching staff are provided.
- Amenities like a Gym, Photocopying centre, Bank branch, purified water dispensers are made available.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 10.74

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	21	07	07	10

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 4.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	01	02	01	01

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 17.92

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
42	21	09	19	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audits are conducted on an ongoing basis by the Bursar of the Parent Trust, and the data is collated in preparation for the statutory audit. Two internal reviews in August/September and Jan/February every year are part of this process. The audit examines the revenues generated in terms of fees, grants, donations, rents from the use of space, etc. as against the expenses incurred and the assets purchased or written off. It also ensures the timely preparation of the budgets for the different units and reviews the variances that have occurred during the time of inspection, which is twice a year.

The college, registered under the Maharashtra Public Trust Act, 1950 conducts a statutory External audit by Chottalal H. Shah and Company. The bank and fee reconciliation statements and the utilization of grants received are verified. Expenses incurred on infrastructure improvement are verified against quotations invited and resolutions passed. A physical verification of the assets declared is conducted during the audit. The Statutory audit (some units on campus) for the financial year 2019-2020 was completed by December 2020. We are also subject to annual scrutiny by the Income Tax Department, a statutory GST Audit, and the State Senior Auditor. The audited financial statements are submitted to the JD office and the AG (Accountant General) office, Mumbai. The AG audit is conducted once in 3 years.

File Description	Document
Any additional information	View Document

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

Response: 65

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	65

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The Trust that runs the college has put into place over the years a mechanism which has enabled adequate yet stringent budgetary protocols to meet the various needs of the college. There are reliable checks and balances which ensure efficiency, optimal utilization, accountability, and transparency. The Governing Bodies of the Trust and the College, the Principal, the Finance Committee, and the Purchase Committee work in tandem to optimally use the resources we have and we generate. The Principal and the Finance Committee, which also includes a representative of the University, scrutinize the budget for the aided courses in detail. HODs are informed about resources available for their respective Departments at various time intervals to enable optimal utilization of the same. Financial planning and good forecasting by concerned participants helps in the allocation and utilization of funds in an optimal manner. The institution has generated reserves which are used for new and important projects or where the revenue generation falls short. Given the heritage structure of the college, as per the availability of funds, the Management plans for regular repairs and maintenance of infrastructure.

Government Funds: The institution is vigilant in mobilizing funds from various Government schemes, and has received Central Government funds such as the UGC XII Plan, CPE fund, DST/FIST, Autonomy fund, DBT Star College fund, funds for Bachelor in Vocational Studies and Community College. RUSA funds have been sanctioned, and the fund is yet to be received in full. The institution, through its faculty, continues to receive minor/major research grants from the University and UGC.

Non-Government Funds: The institutional leadership and various stakeholders take initiatives to mobilize various resources as and when required for the effective functioning of the College. We have, in the past, received funding for some of our projects from Tata Trusts, State Bank of India (CSR), Thermax Ltd and other smaller donors, many of whom are alumni or alumni contacts. Dedicated Scholarship funds (set up over decades with the help of benefactors) and a Student Beneficiary Fund that is supported by contributions from well-wishers, takes care of students with limited financial resources and enables them to pursue the academic programmes of their choice. In a like manner, Xavier's Resource Centre for the Visually Challenged (XRCVC) which works for and engages in advocacy work for differently abled students, generates its own funds. In addition, a "Vision for Staff Development Fund" which was set up more than a decade ago, helps SXC pay the staff salaries every month on a fixed date, whether or not the funds have been received from the government on time. This is hugely beneficial to the staff. A more concerted effort is underway by the Xavier Development Programme (XDP) to generate more of these non-government funds.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

PRACTICE 1: AUDITS and REVIEWS

SXC has, over the years, made incremental changes to several aspects of its functioning - be it academic or non-academic. However, it hadn't formally audited/reviewed these practices. It is only since 2016 that audits/reviews were conducted in a more structured manner, with more than 10 initiated/completed till June 2020. Some of these include:

- January 2016 : Bus stops- Internal review of several academic and allied campus activities by the faculty. One outcome was a change in the grading pattern from a 4 point to a 10 point system
- February 2016: Internal Documentation audit in each department with a report submitted to the Principal. One outcome of this audit was the recognition of a need to introduce a Department quality assurance coordinator (DQAC) to liaise with the IQAC.
- April 2017: Autonomy review by Dr. Gopinath and Dr. Chakrabarti (UGC appointed). They inspected the campus and departments, interacted with the staff and sent a report.
- June 2018: Accessibility audit of the campus to identify the barriers in the everyday use of the campus, encountered by the visually impaired, hearing impaired, and persons with lower and upper limb locomotive disability which includes wheelchair users.
- February 2019: Academic audit by Dr. Mali, Dr Mantri and Dr. Banerjee who toured the departments, listened to presentations and gave detailed feedback to each department.
- December 2019: Electrical Safety Audit conducted by “Friends Electricals”. The “Electrical Inspection Report for Electrical Safety and Fire Audit” was submitted in April 2020.
- January 2020: Administration audit by representatives of the “Xavier Board of Higher Education in India”.
- February 2020: Internal Environmental audit by the faculty and students of the Xavier’s Environment Committee. An MoU was signed with CERE in March 2020, to conduct an external audit in April 2020
- March 2020: A fire audit was conducted by Monsher Fire Controls Pvt Ltd and the interim report and recommendations have been subsequently submitted.

PRACTICE 2 : UPGRADATION OF CLASSROOM INFRASTRUCTURE

To keep pace with the changing nature of the learner and to encourage the usage of educational technology, the IQAC focused on upgradation and monitoring of classroom/lab infrastructure by regular audits.

- Every classroom in the college was AV enabled. Projectors and screens were purchased and AV cabinets containing an amplifier, a mic, and the requisite accessories to use the AV facility were fixed in every classroom resulting in a surge in the use of AV aids by the teaching faculty and the usage of the technician operated AV rooms far more optimally.
- Old boards (black/ green/white) were replaced, dustless chalk and whiteboard markers were made available. Very long platforms were cut to size freeing up space for student movement, leading to faster emptying and refilling of classrooms between lectures.
- Computers and computer programmes were upgraded. Two new computer labs – Maths and Statistics, were set up.
- Broadcasting system was installed.
- Lecture recording facilities to create e-learning capsules for online education, were made available to the faculty following the merger of XIC with SXC.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

CASE 1

STRUCTURED FEEDBACK FOR TEACHERS AND LEARNERS

In the third cycle of NAAC, it was recommended that we strengthen formal feedback from students for quality improvement in teaching-learning.

Feedback on Teaching:

The Teaching Assessment Questionnaire (TAQ), is a tool used in SXC to assess the teaching of all courses in the curriculum. In its current format, it is administered online as against a manual administration till 2019. The TAQ committee decided to shift from the Optical Mark Reader based collection of TAQ data (instituted in 2012-13) to the online format for the academic year 2016-17 (a trial run with the Science students using a programme generated in-house). Primarily, it was believed that the online mode would enable the committee to conduct TAQs for all staff in about 650 courses every year instead of every alternate year for science and arts. However, they encountered an unusual problem. A very small percent of the total students (far less than 50% in most courses) filled out the questionnaire making the entire exercise futile. In 2017-18 the committee chose to revert to the manual mode and in 2018 decided to approach a professional agency to design the software for the conduction of the entire process online and to link the completion of the exercise with the release of the Hall ticket to the student for the end semester

examination. This strategy worked extremely well, with most courses showing responses over 90%. The few courses that did not get recorded and those with lower percentages were more due to technical glitches in the new programme, rather than student inertia.

Outcome

- Accountability of faculty increased.
- From the student feedback it was apparent that some faculty were rushing through the syllabus at the end of the semester. Recognizing that this was probably a consequence of poor planning on the part of the teacher, the faculty were asked to prepare **teaching plans in 2019** for the entire semester for all courses. This has helped the new teachers who were able to keep track of the actual time they have for each topic and make the adjustment in their teaching well before the end of the semester, thus completing the portion in a more efficient way.
- To get an unbiased opinion on the quality of question papers and coverage of syllabus, departments were asked to share their question papers with their BoS members.

Feedback on performance:

Answers to questions are discussed in the classroom and students are shown their answer papers before the results are declared, ensuring that errors in marking are detected and that the system is transparent.

Departments are provided with the statistical data of **class performance in each course** and trends are discussed with the department by the Principal and VP academics. As class dynamics vary from batch to batch, this is a helpful indicator of the difficulty level that the class can handle and also helps the faculty customize the teaching-learning-evaluation approach for the batch in the following semesters.

CASE 2

XRCVC – Xavier’s Research Centre for the Visually Challenged

St. Xavier’s college has had XRCVC as a state-of-the-art support service for students with blindness since 2003 offering varied training, awareness and government engagement to promote inclusion and access for persons with blindness and low vision.

1. 2016-17: XRCVC was made part of the RUSA Maharashtra pilot project in Inclusive education as a resource centre to offer trainings / set up services in other institutes. XRCVC with the college management, sought to expand its services within the RUSA pilot project framework. The Inclusion Cell was set up as a management body to monitor inclusion work within college

2. 2017-18: The Inclusion cell was modified to constitute the Enabling Committee, and as part of the new structure, a holistic end to end Inclusive education delivery program was set up, which included:

- Orientation announcements
- Staff seminar orientation
- Admission time guidance session for Students with Disabilities
- Data collection so as to identify individual needs of students and for issuance of accommodation and exam provision letters.
- Coordination with departments, exam centre and XRCVC to meet student needs

To further support inclusion, an Inclusive Education tab with college Inclusion Policy and details was posted on the college website. The College handbook from 2017-18 onwards also started publishing these details. The Student Inclusion Cell, an informal body to promote inclusion in the student community, was initiated.

3. 2018-19: Based on the feedback received on inclusive education services, the following changes were made

- Principal's office started sharing data with HODs on SWD in their departments at the beginning of the term
- Online and Offline Accommodation form filling was made available to the SWDs
- Student Inclusion Cell was formalized as a student body on campus

Outcomes:

In the expanded version of inclusive education services from 2017-18 some key changes that occurred were:

- The Inclusive education services became cross disability. Earlier the focus was more with students with blindness and low vision. College had their first students with Autism in the Bsc IT courses.
- In 2017-18, computer exams and oral exams became active options for SWDs. Several students with autism and specific learning disabilities opted for oral exam and many students with learning disabilities, autism and blindness and low vision opted for computer based examinations.
- The holistic inclusive education work enabled the college to admit its first blind student in the BSc programme in 2019-20. The process needs for student were identified and existing systems were used to provide services such as – tactile diagram, accessible lab equipment and talking scientific calculator to the student. Further in 2019-20 the teaching and non-teaching staff of Science stream were trained by the XRCVC to work with the student effectively.

File Description	Document
Any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**
- 3. Participation in NIRF**
- 4. Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The SXC campus has a gender neutral and healthy atmosphere. The physical safety and emotional well-being of students, teachers, administrative staff and visitors is always a prime concern.

To ensure a safe campus the college has taken following initiatives:

Safety and Security:

- There is increased CCTV coverage in college campus, which ensures constant surveillance.
- There is a Security Personnel appointed on the campus round the clock. There is a woman Security Personnel appointed as per guidelines.
- Wearing Identity cards for all staff and students is mandatory for safety purposes. Visitors have to make an entry in the register with the Security Personnel before meeting anyone on campus.
- The college has committees like Women's Development Cell (WDC) and Internal Committee to address gender-based grievances. In an instance of sexual harassment outside college premises, namely the subway at Metro Cinema and CST, the Principal intervened and called the Azad Maidan police station requesting to intensify security and safety measures.
- WDC conducts annual self-defence workshop to empower its female students.

Common Room facility:

- The college provides a separate common room for the boys and girls students on the campus, with facilities like tables, chairs, lights, and fans.
- The campus is well equipped with separate washroom facilities for male and female students.

Health & Medical Aid:

- Safety kits kept at strategic places and a Sick Bay for students in case of any medical issues. In case of any major emergency, facilities of Bombay Hospital are available as it is in close vicinity.
- Sanitary napkin vending machine has been installed in the girls' washroom.
- Nutrition and healthy eating habits garner physical fitness. The college ropes in health experts to deliver lectures on nutrition and health.

Awareness Programmes:

- To foster the spirit of gender neutrality, the WDC organizes gender sensitisation programmes for students and staff members.
- Through group activities by associations like AICUF, ideas of women empowerment are discussed.
- In partnership with The Red Dot foundation, the college embarks upon creating a safe campus through awareness workshops, training of youth leaders and sensitising faculty and administration

on legislation and safety measures.

- Conversation on menstrual hygiene is vital and is achieved through panel discussions and documentary-making initiatives by students. Empathetic approach is adopted by facilitating discussions on gender, policy and discussions on sensitive topics like availability of toilets for women and understanding Right to Pee.
- Students face challenges during their adolescent period. In collaboration with the National Commission for Women a day-long seminar on engendering responsible use of social media was organized.

Besides the activities mentioned above, a constant effort to sensitise students about gender equality reflects in the form of teaching Psychology of Gender as academic curriculum at the second year undergraduate level.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

SXC is strongly committed to caring for the environment.

Waste Segregation & Composting:

SXC has been segregating its waste for past several years with separate bins for dry and wet waste collection placed around the campus. This has greatly facilitated efficient composting and recycling of the biodegradable and non-biodegradable waste. Solid waste management began as early as 2005 with installation of a vermicomposting bin that is used throughout the year to compost raw vegetable waste. In 2017, a larger compost bin was installed in collaboration with the NGO Stree Mukti Sanghatana to compost wet waste from college kitchen. Parisar bhaginis use a food waste shredder to shred this waste before composting. Compost bins have been also been provided to each department. The enriched compost generated is used in the college green spaces to nurture a variety of plants and trees.

Paper & Tetrapak Recycling:

Year 2016 saw the beginning of a 3-year association with Sampurn(E)arth Environmental Solutions Pvt Ltd, a pioneer in solid waste management. The college has earned 1,04,047 green points recycling its paper waste. With a variety of packaged fruits juices available in the college canteen, Tetra Pak recycling was started year 2018 onwards. The disposed tetrapaks are collected by students, washed, dried and handed over to RUR: Sustainable Waste to Resources Solutions, an organization managing this form of solid waste.

Plastic & MLP Recycling:

In order to recycle plastic waste on campus, SXC participated in the Mumbai Plastic Recyclathon organized by the Project Mumbai in 2019. Additionally, the Multi-Layered Plastic (MLP) waste is collected and handed over to Safai Bank of India that uses MLP in road building material. The plastic waste bins in some classrooms were replaced with bins made from recycled newspapers under the WWF ECHO project.

Glassware Recycling:

Broken glassware from the science labs is repaired and reused.

Waste Water Recycling:

Students of SXC were awarded USD 4500 by Ekonnnect and the US Consulate - Mumbai for their waste water management idea. Under this project, a grey water treatment plant has been set up in the hostel building. Water from the hostel bathrooms is treated by electrocoagulation and used in the toilet flushes. This has reduced dependence on potable water from municipal sources to a large extent.

Xavier's Environmental Committee (XEC):

Instituted in November 2019, XEC has efficiently taken up the challenge of sustainable campus

management by drafting an environmental policy document for the college. The guidelines to reduce and manage waste and energy usage during campus festivals was immediately implemented at JanFest, the Indian Music Group's flagship concert held in January 2020. An e-waste collection bin was set up in March 2020 but could not be utilized due to the pandemic lockdown.

Waste Management Awareness Lectures:

Various departments organize guest lectures and field visits to sensitize students to concepts of solid and liquid waste management.

Video Link:

Waste Management at St. Xavier's College, Mumbai:

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

Response: D. 1 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: C. 2 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: E. None of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities

(within 500 words).

Response:

St. Xavier's College believes in inclusive education that translates to humanistic outreach to build better communities and socially conscious citizens. One of our best practices and a distinctive feature of the institution includes enabling and facilitation measures for students with disabilities. A focus on inclusion at regional, linguistic, secular and economic levels is also adhered to and encouraged.

Regional Inclusion:

The admissions in various streams reflect intake of students from all over the country, the pie charts of demographics of place of residence collated through admission forms indicate that on an average 30% of students are from outside the state. Various departments and associations organise activities to reflect the cultural diversity of our students, for example, the RUSA-funded conference on Indigenous Literature by the Department of English and World Indigenous People's Day by the Department of Sociology and Anthropology.

Linguistic Inclusion:

The college has a Language Lab dedicated to language learning that helps students from rural and non-English speaking backgrounds to adjust to life on campus and to a cosmopolitan city like Mumbai. It also extends support to exchange students from foreign nations by organising workshops to learn Hindi. Additionally, SXC has a thriving culture of student journals with each language department publishing student stories and research articles in English (*Ithaka*), Marathi (*Tejomay and Pakhran*), and French (*A la française*). The college is also known for its language clubs and festivals. The Marathi Vangmay Mandal conducts a cultural festival *Aamod* focussing on the rich culture and literature in Marathi, the Hindi department organises *Antas*, the English department organises *Ithaka* and the French department organises *Frénésie*.

Socio-economic Inclusion:

The Student Beneficiary Fund and the Commerce section, that conducts lectures in the evening, cater specifically to students from lower-income households to help consolidate their education by providing them financial assistance. This enhances academic quality in students who are employed while receiving education.

Secular inclusion:

Since there is a large number of students and staff from diverse faiths an integral and interfaith approach to spirituality is adopted. The college has opted for an inclusive and universal approach which is more holistic. This is seen in the inaugural Interfaith services and Mass on 31st July St. Ignatius (Founder's) Day and 3rd December, Feast of our patron saint St. Francis Xavier. The Interfaith services adopts themes that integrate issues of local, national, global and cosmic relevance. Secular inclusion is celebrated through multiple events organised by departments and associations, for example, vacation course on 'Exposure to Diversity' (2019), 'Peace March' (2018), Honours program on 'Understanding Islam' (2017), panel discussion on 'To Be Religious is to Be Interreligious' (2016) and 'Tenets of Hinduism' (2015). Staff and students also take part in celebrations like making eco-friendly Ganesh idols and Christmas lunch.

Thus, SXC has always taken an initiative in providing a holistic and inclusive environment.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Instilling and inculcating values amongst students is a primary objective of the teaching fraternity of SXC. In the first semester, it is mandatory to take a course on individual and social values and nurture them thereafter. The topics range from educational philosophies to more subjective and contemporary issues like addiction, suicide, gender, relationships, making a choice, communal sensitivity and global citizenship.

Reading articles, engaging in debates and discussions and working together on group presentations and assignments, the students are able to form their own perceptions and respect the diverse viewpoints of others.

Instructors use various methods to engage students. A very effective tool has been the use of TEDx talks and films. Through these, the topics not only become interesting but also initiate new perspectives for discussion and debates. The role of subjectivity - which is crucial to value formation - is explored and understood through this exercise as students get a clear idea of the characters, circumstances and their consequent action/s. Students are made aware of the fine line between forming values and being judgemental. This is vital for them to understand since they tend to jump to conclusions and compartmentalize everything as black and white. The reality lies with the greyness and that every situation needs to be examined on this scale.

Moreover, the reinforcement and implementation of these values is through the SIP programme - a compulsory activity in the first year of their study in college. Other associations like the SSL, AICUF and DIRS also contribute as an extension of the Values curriculum. The students learn to operate in teams with known/ unknown persons which teaches them adjustment and certain important life skills which only a practical training can do.

The Special Course: Giving Voice to Values regularly organises Guest lectures for Gender Sensitization - another very important aspect of holistic education, where students are made aware of Laws such as POCSO and POSH along with other legal procedures that may be useful as survival strategies. Additionally, students are encouraged to ask specific doubts to the experts and also reconnect later on if the need arises.

Another important source of value formation are the constitutional and cultural responsibilities that one is supposed to adhere to as citizens of the country. The department of Political Science strives to improve

awareness about the same among students through activities such as a seminars on Acid Attack survivors, Article 35 A and the Youth parliament. Each of these events have also organized fundraisers to support the cause and raise social awareness. Once again alumni of the college have contributed very generously thus reinstating the fact that the college has been successful in nurturing a strong value system and raising responsible citizens.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

At SXC international and national festivals/days as also the birth and death anniversaries of our national leaders are celebrated with reverence and in keeping up with the tradition of internalising the message given by these leaders and to inculcate the principles by which they led their life in the holistic development of our students.

Independence Day, Republic Day and Maharashtra Din (1st May) are celebrated by hoisting the national flag, singing of the national anthem and other patriotic songs. The students from the Cultural Committee organise a programme with patriotic speeches and songs. On Republic Day the Indian Music Group

organises an Indian classical music programme.

On 2nd October 'Gandhi Jayanti' and on 30th January, Martyr's Day, the death anniversary of Mahatma Gandhi, activities are organised by different departments to commemorate the principles of non violence, truth and cleanliness propagated by the father of our nation.

On 14th November birth anniversary of Jawaharlal Nehru, Children's Day is celebrated wherein students write poems and anecdotes based on memories of their childhood.

14th April Ambedkar Jayanti, is celebrated in commemoration of an important human value:: dignity of every human being irrespective of his birth, given by Dr. Babasaheb Ambedkar, the architect of our Indian Constitution.

The birth Anniversary of Dr.Sarvapalli Radhakrishnan – 'Teachers Day' is celebrated on 5thSeptember every year, the college management and the students felicitate the teachers and show their gratitude by giving a small token of appreciation crafted by the students themselves.

Besides these SXC also organises activities on various national and international days highlighting the message connected to the these days for eg.: National Science Day, National Statistics Day, National Mathematics Day, International Yoga Day, Human Rights Day, International Women's Day, World Environment Day, International Coastal Clean-up Day, Constitution Day, Voter's Day, Suicide Prevention Day, World Health Day, National Income Tax Day, Navy Week, Hindi Diwas, Marathi Bhasha Diwas and Storming of the Bastille - French National Day.

File Description	Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1

Title: Social Involvement Programme SIP

Objectives:

The SIP aims at provoking students to work beyond minimum expectations by:

1. Making them critically consciousness of India's social, economic and political realities.
2. Urging the college curricula to connect with social realities.
3. Inspiring students to become individuals who believe in being for and with others.

Context and Challenges:

First Year students offer 45 hours of voluntary social service with one of the 250 NGOs. Our two qualified Social Workers network between these NGOs and our students. Students also offer 5 hours of Discipline-Centric social work with any Department or Association. It is challenging to convince parents and students that education becomes wholesome through voluntary social service. Again, it is difficult to motivate departments to curate social activities based on their discipline's core.

Activities:

With the help of NGO mediation, our students participate in different SIP activities:

1. Awareness sessions on the prevention of TB, HIV, diabetes and malarial sicknesses. They assist social workers, paramedics and doctors during medical camps and in Community Centres of hospitals
2. Assisting in formal remedial and language enhancement classes as well as informal adult literacy programmes for economically vulnerable individuals.
3. Organisation of skill-building activities and training economically challenged individuals in making saleable items from recyclable materials.
4. Help poor city-dwellers in acquiring Government-issued Identity Cards, like, Aadhar, Ration, Voter ID and PAN Cards.
5. Aid the visually, physically and intellectually challenged individuals, by serving as 'shadow-teachers', examination writers, readers and digital transcribers of academic and non-academic materials.
6. Through Self-Help Groups, spread awareness about the evils of domestic violence, girl-child abuse, dowry and other feminine-issues.
7. Engaging with senior citizens who live in Homes for the Aged by spending quality time with them and interacting with them in various leisurely indoor activities.

Evidence of success

Via student volunteer testimonials

By exposing students' hearts and minds to unjust inequalities and deprivation, SIP moulds them into becoming sensitive, compassionate and humane human beings. The following two testimonials bear witness to this lofty success. Ms Jahnavi Pandya (2015-2016) is convinced that SIP has made her realise and appreciate the value of giving back to society. Mr. Kanak J. Malu (2019-2020) while working with deprived children, hoped that both they and he would grow in knowledge and morals.

Problems and resources

1. Regular SIP-time clashes with accumulation of ECC hours and monthly CIAs.
2. Time mismatch exists between NGO's requirements and students' availability.
3. Overburdened faculty cannot dedicate quality time to SIP.

4. The Social Workers have to juggle between dialoguing with students on campus and engaging on field with NGOs.
5. Facility-wise, the SIP is hampered by the lack of: good continuous phone and internet connectivity and the computerisation of registrations and work-progress records.

Best Practice 2

Title of the Practice: Academic enrichment beyond classroom

Objectives

Teaching and learning is not restricted by syllabus or evaluation. At SXC students have been taught to challenge their limitations as our motto states '*Provocans ad volandum*'. This is reflected in the Honours Programme and a tradition of department magazines which inculcates a research culture among students even at the undergraduate level.

Context

The Honours programme motivates students and Faculty to create and curate courses which nudge the student to comprehend the subject in various dynamic ways. The main objective is to offer interdisciplinary and multidisciplinary courses. Students have the freedom to take the courses of their choice.

By encouraging students to contribute to department magazines, the quest for knowledge, a spirit of enquiry and the practical application of research methodology is facilitated.

Practice:

The courses offered in the Honours Programme were made interdisciplinary through the "Hub System" in 2016 (Physical Sciences, Biological Sciences, and Lingua-Humanities). The Honours Programme is meant to complement the curricular courses, broaden, and deepen the education of the student both in terms of academic excellence and social relevance, without diminishing the relevance of the classroom set up and prescribed syllabus. This is evident from the criteria for registration: 75% attendance for regular lectures, CGPA: 3.00/4.00 and 7.00/10.00 at the SY and TY level. At the beginning of the academic year departments send their Activity proposals, highlighting the objective and content of the activity proposed, which are conducted by the faculty having expertise in that area or by an external resource person.

For the department magazines, most departments constitute an editorial board comprising students who are ably guided by a faculty member. Students keeping in mind the contemporary issues decide a theme for the magazine. Sessions on how to collect data, analyse it, how to write a research paper are conducted to inculcate research culture. Some of the writings reflect innovative inter disciplinary collaborations between departments for example the Science departments collaborating with the Heras Institute in the space of Conservation.

Evidence of Success:

The success of the Honours programme is in the wide range of activities conducted - 'Understanding the concept of Raag' (Indian Music Group), Forensic Science (Zoology), Subtitling of Hindi Films with French subtitles (French), 'Epigraphy and Numismatics of Ancient India (AIHCA). The success of the programme is also seen in the number of students from the Third year receiving the Honours Certificate after successfully completing the Programme.

2015-16: 84

2016-17: 80

2017-18: 112

2018-19: 103

2019-20: 157

The success of the department magazines is in the diversity of themes of the magazine. Gastronomy (French 2016-17), Exploring Biodiversity (Botany 2018-19), People and Planet: saving the symbiosis (Political Science 2019-20). Two of our department magazines have an ISSN number: Terra, Geology department ISSN no. 2320-298X, Indica, Heras ISSN no.0019 686X..

Problems

After SXC got academic autonomy many of the courses offered in the Honours Programme were integrated in the regular syllabus. But this constraint in fact turned out to be an advantage as the HUB system came in. The other challenge is not to compromise on the quality of the curriculum in the attempt to take the learning beyond the classroom.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

XRCVC for Inclusion – Students with disabilities

St. Xavier's College (SXC) has always upheld the ethos of Inclusion. The Xavier's Resource Centre for the Visually Challenged (XRCVC) – for students with disabilities on campus has always strived to bring in the best inclusive education practices on campus and to be a leader at the national level in the field of inclusion and access for persons with disabilities. XRCVC in sync with the Jesuit ethos of community outreach, research and education-industry linkages has an extensive scope of work.

It has panned across providing inclusive education services to over 110+ in-house students with disabilities each year - across the 21 disability types, training services to persons with disabilities across the country, awareness training for diverse stakeholders, teacher training and inclusive education research. The XRCVC has also been a leading advocate for Inclusion and regularly engages with the government machinery to building systemic level changes for inclusion.

Beneficiaries

From 2015 to 2020, the XRCVC has reached out to a total of 21913 beneficiaries. Of these 445 are students with disabilities at SXC, 2783 persons with disabilities underwent various training programs at the XRCVC (Non-Xavierites), 15705 persons across various stakeholder groups were approached through our awareness programs, 1279 people attended our 'reading without seeing' workshops- a program to help spread awareness on assistive technologies across rural and semi-urban areas. Further 1701 persons underwent various stakeholder training programs for accessible content creation and inclusive education aimed at teachers, special educators, teacher training and people interested in building inclusive education services.

XRCVC through its continuing advocacy, research work and training programmes aims to keep pushing the boundaries of access and inclusion in the country.

Inclusive Education

RUSA Pilot on Inclusive Higher Education:

The XRCVC was appointed by RUSA as a consultant for its pilot on Inclusive Higher Education. XRCVC conceptualised and implemented the 360 degree approach to Inclusion at SXC and many other colleges. SXC received the Nipman Foundation – Microsoft Equal Opportunity Awards 2018 in the category 'Enabler – Inclusive Schools'.

Support to Higher Education Institutes and Building an Eco-System:

- To garner collective strength XRCVC has spearheaded the formation of the Inclusive University

Alliance (IUA) which has been formed through an MoU between leading higher education institutes in the country to share best practises and promote inclusion initiatives.

- XRCVC was also appointed by IIT Kanpur to help them set up their disability support services.

Expanding Horizons:

- SXC had its first student with blindness enrolled for BSc- Chemistry, Botany and Zoology. XRCVC provided training to teaching and non-teaching staff and also purchased the necessary equipment to make the laboratories accessible.
- College has also facilitated the concept of guest students for Students with Disabilities (SwD) who wish to get an experience of a holistic learning environment of a mainstream institution but whose disability does not permit them to participate completely, otherwise. Such students have been permitted to attend college and participate in its activities without going through any evaluations and would be provided only certificates of attendance. This opportunity enables them to gain life skills to facilitate a successful career in their chosen vocation.
- The option of non-written, but oral recorded examinations is also offered to students with disability to ensure parity in the evaluative methods.

Research and Resource Building:

- XRCVC has been implementing various models of inclusive Education for students with blindness and low vision at the school level for the past 5 years to identify the most effective resource efficient model for India. Based on the learnings, XRCVC has been building a comprehensive educational resource which includes Teaching Learning Aid Library, Concept Teaching Manuals of visual concepts, Special Skill Curriculums and Bridge Courses for Teacher Training.
- XRCVC released its research report “Degrees of Accessibility” that looks at design and teaching pedagogy ideas of an accessible geometry kit for students with blindness.
- XRCVC has created resources for making STEM education accessible and is building up a data-bank of methods of making experiments accessible to students with blindness.
- XRCVC has built a resource kit for educators to make online learning accessible to meet the COVID 19 challenge.
- XRCVC has set up an Inclusive Education Resource Page on its website with data related to its various endeavours for others to use and replicate.

Facilitating and Creating Accessible Material for students with Print Disabilities.

- XRCVC as one of the founding members of the DAISY Forum of India was one of the key organisation involved in launching –SugamyaPustakalaya – An online library for persons with print disabilities in partnership with Ministry of Social Justice and Empowerment. (617 titles published.)

Building Accessibility

- Low cost indigenous accessible technology promotion and support has been a key aspect of XRCVC's work. Under this XRCVC has provided detailed guidance and testing support for development of – ‘Braille Me : refreshable braille’ which is now available at 1/10th the cost of its international counterparts. Along with this, the XRCVC is also responsible for an audio-tactile menu which featured in the Limca Book of Records in 2015, a part of committees working on the Accessible India campaign, works with the Ministry of Urban Development, and has MoUs with

Social Alpha and CSMVS for building assistive technologies.

In particular, over 2018 to 2020, the inclusion agenda has been expanded further through the building upon the XRCVC trademark awareness concept of Antarchakshu. The XRCVC built the awareness module into an expanded 5 module course that can be delivered within educational institutions. The Course titled Diversity Discourse looks at a wider concept of building diversity and inclusion mind-set amongst its learners. The XRCVC has started offering this course to the Xavier's Institute of Communication students.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The B.Com. degree was introduced as a new chapter in SXC's educational outreach in 1988 to cater to the needs of the working, underprivileged students who want to pursue higher education. The Commerce Section operates as an evening college, allowing its students, many of who are first generation learners and need to support their families, to hold day jobs.

The Xavier Institute of Communication, a curricular unit of SXC that was recently ranked second amongst private institutes of Mass Communication in the country by Outlook ICARE 2021, offers a variety of courses and training services in the field of communication.

The Blatter Herbarium at SXC was started at the end of the 19th century. By 1918, a very large number of plants were gathered by Fr. E. Blatter, S.J., his associates and students. It presently contains the largest collection of plants in Western India. It has a well-stocked library on Systematic Botany, and provides facilities for the study of Plant Systematics.

Fr. Blatter and his contemporaries were also responsible for establishing the Department of Geology which has a rich collection of rocks, fossils and gemstones. The Department of Zoology too has a vast collection of specimens that have been gathered over the last century.

SXC has a strong connect to the traditional culture, practices and music of India. The Heras Institute of Indian History and Culture, established in 1926, continues to foster historical and cultural research in India, with the Heras Museum contributing to the research endeavours of many a budding and experienced researcher. The Indian Music Group (IMG) founded in 1973 by Ustad Alla Rakha Khan has a priceless collection of recordings of performances by legends of Indian classical music in its library.

The Blatter Herbarium which has existed for more than a century and the 95-year-old Heras Institute of Indian History and Culture on the campus are testimony to the fact that the preservation of Indian culture, the renewal and communication of knowledge in the sciences and humanities is deeply ingrained in the ethos of this college.

Concluding Remarks :

SXC was accredited by NAAC with a five-star rating in 1999. Subsequently, it was reaccredited in two cycles earning ratings of A+ and A. In 2014, SXC was awarded a Certificate of Excellence by the Associated Chambers of Commerce & Industry of India (ASSOCHAM) for 'Best Institute Serving a Social Cause'; was bestowed with the Star Status by DBT and received the 'College of Excellence' Award by the UGC, under the MHRD, Government of India. In 2018, SXC was conferred the Nipman Foundation Microsoft 'Equal Opportunity' Award in the Enabler Category of Inclusive Schools – Higher Education.

Such recognition has made SXC more mindful of, and grateful for, the trust and responsibility invested in it to raise the bar when it comes to the holistic development of the students entrusted to its care. SXC recognizes that the growth of its students would be incomplete if the affective dimension of learning was not addressed. Hence it seeks to inspire students to use their discernment to realize that success is empty if justice

for all is ignored, and that true freedom lies in using the amazing powers in each person to reach “impossible dreams”.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 54 Answer after DVV Verification: 47</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 38 Answer after DVV Verification: 38</p> <p>Remark : DVV has made the changes as per IIQA.</p>
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 32 Answer after DVV Verification: 47</p> <p>Remark : DVV has made the changes as per IIQA.</p>
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 398 Answer after DVV Verification: 80</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)</p>
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch).</p> <p>5.2.2.1. Number of outgoing student progressing to higher education. Answer before DVV Verification : 106 Answer after DVV Verification: 00</p> <p>Remark : DVV has made the changes as per HEI clarification.</p>
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports /</p>

cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	09	04	03	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	07	04	03	02

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	21	4	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	19	4	4	4

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has not consider provided report for bill by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of programs offered year-wise for last five years Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
54	51	51	51	51

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	47	47	47	47

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