SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE

P.B. 4168, NAVRANGPURA
380009
www.sxca.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College, Ahmedabad is a Catholic Minority educational institution run by the Society of Jesus, Gujarat Province. The College was founded in 1955 as an Arts college and has since risen to become a premier institute of higher education offering programs in Arts, Science, Computer Applications and Commerce in the State of Gujarat.

St. Xavier's College was the first institution in Gujarat to opt for Accreditation and was rated as a "Five Star College" in 2001. The College came forward in the stipulated time for re-accreditation and was awarded and A+ in the second cycle in 2007. The College was awarded Grade 'A' (3.41 out of 4 CGPA score) in 2013 and subsequently granted 'Autonomy' by the UGC on June 19, 2014. It has also been recognized as a College with Potential for Excellence in 2008 and has been placed in the 'Star College' scheme of the DBT in 2009. In the NIRF, St Xavier's was ranked at the 59th position in the country in June 2020. St. Xavier's has been consistently awarded Five – Star rating by GSIRF since the last three years.

The College campus is located in the heart of Ahmedabad city in an expanse of 26 acres enriched with plant diversity. The College offers 16 undergraduate and 9 post graduate programs under the 14 departments in the College. The programs are supported by adequate infrastructure facilities like AV rooms, a video conferencing lab, lecture rooms, sports facilities, auditoriums and research laboratories, a well-furnished computerized library and an exclusive Super Computer Lab. The admissions, administrative and academic processes are managed through ERP while teaching activities have been digitalized through the LMS Moodle platform.

The College systematically ensures both equity and access to students of different strata and diverse talent which is reflected in the student profile of the College. In order to create an intellectual and socially responsible society, the College is committed to its goals of quality teaching and all round development of its students, along with the goal of social justice by providing opportunities to students from deprived and marginalized sections of society.

Vision

To build a more inclusive and humane society by accompanying the youth journeying through higher education; to inspire them to deepen their self-understanding, to develop a critical understanding of reality and a passion for the common good, to become sensitive to the poor and vulnerable and take care of the environment.

Mission

To provide access to excellence in academics, research and service learning to all strata of society with special attention to marginalized groups, discriminated people, and victims of social and economic disparity.

To provide students access to a variety of disciplines so that education is inter- and multi-disciplinary and leads to holistic development.

To create opportunities for self-learning, creativity and innovation.

To provide special academic and personal attention to disadvantaged and differently-abled students.

To promote gender sensitivity and equality.

To develop a scientific temper and encourage the staff and students to engage in research work.

Provide students the means to understand and live in a digitalized world which takes care of Nanoscience and Big Data.

To foster an experience of urban and rural extension work so that students are inspired to look for better opportunities for all.

To foster collaborations with other educational institutes and industries.

To provide opportunities to enhance the employability of the students and their entrepreneurial capacities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The College has acquired a brand name as a premier institute for higher education in Gujarat with a legacy of 66 years
- Located in the heart of the city with easy accessibility and close proximity to the parent University. Green campus with rich biodiversity
- Focus on holistic development with a variety of sports facilities available on campus; extra-curricular and co-curricular events are regularly organized
- Quality Faculty: 67 % of teaching staff are Ph. D. holders and 18.7% are pursuing Ph.D studies in the current year. The average teaching experience of the faculty is 13.6 years
- Excellent Research culture and collaborations: Departments have mobilized 7.25 crores in research projects from Government funding agencies. UG and PG Research programs, Research Annals, research papers in high impact factor journals are some highlights of the research environment. Research is complemented by Industry-Academia collaborative programs and activities (TCS, Zydus, etc) as well as through linkages and MoUs with organizations of national/ international repute
- Inclusive atmosphere: An inclusive admission policy with personal attention paid to disadvantaged and incapacitated students. Cells like JAGRAT, UTCARSH are institutionalized mechanisms for handholding. The College has 52% female students and about 44% female staff members
- An invigorating academic environment: 16 UG and 9 PG programs of which two programs are offered under a MoU with Tata Consultancy Services (TCS). 97.86 % of the courses offered have direct bearing on employability, skill and entrepreneurship development. Syllabus is periodically restructured and updated. Teaching-learning process is ICT-enabled with Choice Based and Student-Centric Learning approaches
- Adequate Infrastructure: Adequate classrooms, research labs with sophisticated instruments, ICT facilities for teaching-learning and IT infrastructure for administration, academics and examinations; Wi-Fi enabled campus and a high student-computer ratio
- Impressive and consistent GSIRF and NIRF rankings; India Today, AISHE participation

Institutional Weakness

- First Autonomous College under the Parent University: Difficulties in finding the way ahead as an Autonomous College since it is the first in Gujarat University
- With autonomy, seven PG programs have been introduced; but placement potential not tapped efficiently
- Fewer students qualify in prestigious competitive examinations like UPSC Civil Services, etc
- Weak alumni interactions: The alumni contributions are sporadic and the networking has been relatively weak
- There is limited physical infrastructure and monetary support available for developing consultancies, patents and Industrial Linkages
- Research: Not sufficient percentage of research guides, and seed money for research; need for multi-disciplinary research
- Less visibility of the student council in academic and administrative committees
- The College has insufficient capital investment available and hence infrastructure expansion is difficult. Lack of coordinated efforts at professional fundraising though some start has been made
- Inadequate on-campus residential facilities for visiting staff and post-doctoral students
- Library needs to offer more digitalized and online services
- Need for well planned extension services in collaboration with other partners.

Institutional Opportunity

- The College is a Jesuit institution, with a global presence and hence providing ample opportunities for linkages and collaborations
- Brand Xavier's: The College has a legacy of 66 years and is a premier institute of higher education in Gujarat. This brand name can be effectively used to attract National and International students
- Locational advantage: Located in the city of Ahmedabad; hence ample opportunities for linkages with Pharma companies, IT companies, electronics industry as well as finance and health industry
- Autonomous College: Academic autonomy is a great opportunity to design new programs and contribute to the holistic development to students. In addition to offering programs in Arts, Science and Commerce; the College intends to offer programs in Social sciences, Performing Arts and Information Technology.
- Moving ahead to become a University: programs in Music and Dance, Sociology, incubation hubs, Digital communication
- Preparing a second layer of leadership: Extra professional, management and professional capacitation of second layer of leadership
- Deciding on alternative on other campuses
- Enhancing SOPs at various levels and strengthening feedback systems linked to the IQAS

Institutional Challenge

Convince Management to augment the quality and scale of activities.

Involve Management to increase financial outlay.

Lack of capital expenditure in appointment of additional quality teaching staff and auxiliary posts.

- Investment in quality infrastructure
- Satellite campus needs to be planned for with a professional fundraising campaign
- Limited physical resources to initiate innovation and start-up ecosystem
- Bringing Extension activities under one umbrella
- Systematization of institutional support for national/competitive exams
- Strengthening the Alumni network

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The granting of Autonomy has enabled the College to establish an academic system which ensures the effective realization of the Vision/Mission of the College. During the assessment period, the College commenced nine new academic programmes (two undergraduate and seven postgraduate), two of which were introduced through MoUs with Tata Consultancy Services (TCS). Additionally, seven new certificate courses were introduced as value-added courses.

SXCA offers a Choice Based Credit System (CBCS) for all degree programmes which is similar to the system of the affiliating University. All programs have well-defined learning outcomes. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) do address local, regional, national and global needs and these are made available to the students.

88% of programmes have undergone curriculum modification during the assessment period. The curriculum modification process is robust and decentralised involving Boards of Studies at the departmental level and the Academic Council at the Institute level, as the recommending and approving bodies respectively. 50.16% new courses have been introduced during the assessment period across all programmes.

97.78% of courses have a direct bearing on employability, entrepreneurship and/or skill development. Several courses in the syllabi are designed to promote human values, gender sensitivity, environmental sustainability and professional ethics.

29.71% of students have participated in one or more collaborative activities like field trips, research projects, internships, etc. Several students have taken the benefit of the initiatives taken by the College and the Government of Gujarat to promote student entrepreneurs.

The College has a robust system of feedback collection from multiple stakeholders; analysis of the same acts as a crucial input in the curriculum modification cycle.

The College curriculum includes content and activities facilitating in-depth subject knowledge, research skills, entrepreneurship and employability skills and service learning, all aimed at fostering the holistic development of the students.

Teaching-learning and Evaluation

Teaching-learning

The enrolment percentage in the College is more than 100% in most of the UG and PG programs. The College, despite being a minority institution, has a substantial number of SC/ST/OBC students. The constraint on recruitment means that only 77% of the total number of teachers due to the College have been granted; hence, the teacher-student ratio is 1:34. The average teaching experience of the teachers is 13.58 years and 63.97% of the teachers are doctorate holders.

For the teaching-learning process, the teachers use a variety of ICT tools like Power Point presentations, Moodle-based quizzes, YouTube and NPTEL-based resources. Learning Management Softwares (LMS) are employed for teaching and for evaluation. The College supports slow learners through remedial classes, English classes, peer tutoring and other activities which address specific issues. Advanced learners are motivated by competitive exam coaching, student research projects and advanced modes of learning like the Advanced BSc programs. Teaching-learning methodologies include field trips, role plays, activity modules in practicals, demonstrations, summer internships, seminars, industrial visits, exhibitions and an annual Cultural Festival designed and managed by the students.

Evaluation

The examination office established under the autonomous structure has gradually introduced a range of reforms that has ensured the transparent and smooth conduct of the examinations. The examination process integrates IT in examination registration, hall ticket generation, fees payment, entry of marks, and publication of results. The results are published online within 29 days from the date of the last examination. The pass percentage in College examinations is 92.65%. An online Certificate Verification System provides for verification of certificates by external agencies. The mark sheets have multiple security features to ensure maximum security.

The College has revised the CIA pattern to give greater flexibility to departments to choose appropriate methods of evaluation. Google forms have been used to get feedback on the syllabus from students, **a**lumnae and parents.

The attainment of the students calculated by the t-test shows that the activities in the College and the teaching-learning process contribute significantly to the progress of the students as they progress from the first to the final semester,

Research, Innovations and Extension

Research at St Xavier's College has reached a new height. The College strives to support a strong, socially responsible and integrated research culture. The Research Committee is responsible for coordinating the various research activities. Faculty are trained to write project proposals.

The College faculty mobilized Rs 7.25 crores through projects and schemes from governmental and non-governmental agencies. 7 departments are recognized as Research enrichment departments and facilities for

research have been enhanced through grants from agencies like DST, GSBTM, SAC-ISRO, FIST, etc. 12 faculty members are registered as PhD guides. The faculty from various departments have produced 32 PhDs.

Faculty of SXCA have published 340 peer-reviewed research papers; 265 of these with Scopus Index and 70 papers in the UGC Care List of notified journals. They have authored or contributed chapters in 55 books with ISSN/ISBN numbers. Among them the highest impact factor is 17.8 and the h-index is 30. Students have also published 6 research papers in peer- reviewed journals.

An undergraduate and postgraduate research programme for selected students is now an integral part of the system. The College has continued its tradition of having the annual Research Seminar where "The Research Annals of Xavier's" is released. It now has an ISSN number: 2582-256X.

Innovative simulated entrepreneurship units have been set up by the Management and students on campus. Exclusively operated by students, **DEXIC** (for IC students) manufactures candles, and detergent; while **In-Xitu**, trains bioscience students to manufacture tissue-cultured plants (as gift articles).

Apart from the traditional extension activities, the College has promoted the research component in extension work. Equal focus is given to outreach programmes that contribute to cleanliness, health, environmental issues, awareness of gender (in)equalities, and promotion of the well-being of students and staff.

SXCA has MoUs with 13 institutions of national/international repute and 03 industries, where students have actually worked on contemporary research issues like Air quality assessment (SAFAR project).The GJEM network, coordinated by a College faculty, reaches across Gujarat through its eco-education, eco-spirituality, alternative eco-practices and traditional medicine networks.

Infrastructure and Learning Resources

The College campus is located in the heart of Ahmedabad city in an expanse of 26 acres. It operates in three buildings: the Central building, the Library building and the Computer Science building.

The College is well equipped with 35 classrooms, a smart classroom, 5 seminar halls, 29 science laboratories, 3 separate computer laboratories, a video conference facility, and a language lab. Other significant facilities are the Xavier Central Instrumentation Facility, Xavier Laboratory for Research and Development, Supercomputer Laboratory, Theoretical Physics laboratory, Thin-film and Atmospheric Science Laboratory, Animal Cell Culture Facility, a herbarium and a cactarium,

The College has abundant space for sports activities. The College has a cricket field, a football, a hockey, and a volleyball ground, two tennis courts, a paleta court and a basketball court, a room for table tennis and chess and a basic gymnasium.

Approximately 16% of total expenditure excluding salary is used for infrastructure augmentation. About 27% of expenditure is spent on maintaining physical and academic facilities.

The library has 53,471 books and 41 subscribed journals. It is automated with SOUL Software.The library subscribes to the digital database from INFLIBNET (N-LIST). There are departmental libraries with special

holdings for students of Biochemistry & Biotechnology, Physics, Chemistry, Botany-Zoology and English. The Web-based OPAC provides students with remote access to the library.

The entire campus is Wi-Fi enabled through BSNL and Namo Wi-Fi along with Vihan telecommunication leased line with several Wi-Fi access points across campus for students. The IT infrastructure consists of 563 computers, 35 projectors, and 46 printers. The student-to- computer ratio is 6:1.

Other facilities are prayer rooms, a guidance and counselling room, NSS office, NCC office, IQAC office, ladies lounge, the biometric device for staff attendance, CCTV cameras, and Green Bin composters. Electrical and technical maintenance is co-ordinated by the Society (Trust) Office. Security services, IT maintenance, garden maintenance and daily campus cleaning are outsourced.

Being centrally located, the College is used on weekends and holidays for conducting various Government and private entrance examinations. The sports grounds are used for private coaching and organizing various tournaments.

Student Support and Progression

The College publishes a prospectus every year with information about the history of the College, its courses, fee structure, rules, scholarships, etc. The College website also provides this information for the assistance of the students.

To further facilitate their progression, the College has instituted 35 Scholarships and 1738 Scholarships have been given through the Government schemes. 46 Scholarships/freeships have been given from the Needy Students Fund. Prizes for outstanding performances in academics, sports and cultural activities are also awarded.

Various support services are coordinated by the Campus Ministry cell. Jagrat aids SC/ST students in their personality development and provides both academic and personal counselling. A 100-hour training-cum-recruitment program is held by TCS annually. 'CWDC' and 'Utcarsh' have been established as welfare measures for the women and the differently-abled students respectively.

The College has a high student diversity as nearly 52% of the students are women and a number of students come from other States as recorded in 2020-2021. Our students have qualified various national level examinations like NET, GATE as well as competitive exams like IIT-JAM, GAT-B, GRE, CAT, etc. About 37.69% of final year students go for higher studies every year.

The College has 2 full-time counsellors to provide expert counselling. Informal academic counselling continues throughout the year.The Campus Ministry cell conducts PGOPs to facilitate the holistic growth of every student. The College organizes "CULFEST" which includes sports and cultural activities at the departmental and the inter-collegiate levels. The College also supports celebration of various 'Days' organized by the student 'Core Team' and student volunteers.

The Placement Cell provides career guidance and organizes campus interviews. The College offers courses to enhance soft skills, communication and life skills. Reputed companies like TCS, Wipro, Infosys, Reliance, etc have recruited students during the assessment year. The institution has a Grievance Redressal Policy and has put in place mechanisms for redressal of student problems speedily and effectively.

SXCA has a registered Alumni Association. The alumni have sponsored the research and annual day prizes, provided support for infrastructure development and the LMS system, and have been involved in Utcarsh and the PGOP.

Governance, Leadership and Management

The College follows the educational directives of the Secretariat of Jesuit Higher Education Association of South Asia.

The College has a defined organisational structure. Critical matters such as drawing up Institutional Policies, starting of new programs, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Governing Board of the Trust and the Governing Council. The Principal, Vice-Principals, CoE and the HODs review academic matters. The IQAC, chaired by the Principal ensures the quality and excellence in the activities of the College. The Office Superintendent coordinates the functioning of the administrative staff for work allotted to them. Statutory Committees and Non-Statutory Committees are formed to take care of specific functions independently. A Strategic Action Plan for the College was prepared and deployment has begun. Smooth administration and student support is ensured through implementation of e-governance.

The College takes care of the professional growth of the staff by organising various Faculty Development Programs. On an average, 15% of the faculty attended online/face-to-face FDPs during the last five years. 41.05% of the faculty were provided financial support to attend conferences and workshops.

The Registered Credit Society provides need-based loans to staff members. A scheme of Provident Fund is operational for management staff. They have provisions for medical/maternity leave, health insurance and loans. The Researcher of the Year' and Employee of the Year awards are given to felicitate deserving staff and motivate others. The College conducts internal and external financial audits regularly.

The IQAC and Micro-IQAC have ensured regular meetings. The regularity of these meetings has enabled the Institution to take measures to enhance its performance.The IQAC has played a major role in initiating the use of the Learning Management System (LMS) of the College viz. Moodle and in streamlining UG research programs. Feedback of the syllabus from stakeholders, teacher feedback and overall feedback of the College is collected annually by the IQAC and analysed and appropriate action is suggested. Participation in NIRF and GSIRF is ensured every year. Collaborative quality initiatives with other institutes are ensured through MOUs.

Institutional Values and Best Practices

The vision of St. Xavier's College is to use the vehicle of higher education to mould men and women into realizing the dream of equality, liberty and fraternity. Commitment to this vision is reflected in the unbiased recruitment process leading to an appreciable female-male staff ratio and large number of female students enroled in all courses.

College has taken green initiatives in the campus by collaborating with Brihati foundation for waste segregation. Solar panels generating 75KW energy, grey water filtration system and rain water harvesting systems are installed. To protect and nurture the environment, activities like Environment Awareness Workshops, tree plantations, Green Week celebrations and Green Audit are undertaken through Tarumitra and

the NSS.

The College has JAGRAT and UTCARSH cell to bring under one umbrella students from different socio-economic and cultural backgrounds for training programs on topics such as study-skills, leadership, goal setting, career guidance, etc. Utcarsh volunteers also help NGOs working for divyangjan in city. College provides adequate infrastructure support and human assistance to divyangjan.

Through the NSS and NCC, students are encouraged to render service to the Nation. SXCA commemorates Independence Day, Republic Day and Gandhi Jayanti to evoke pride and patriotism towards the Nation. To develop a scientific temper, undergraduate students are encouraged to take active part in research through a one-year undergraduate research program.

Best Practice 1:To augment the technical knowledge gained by formal education with entrepreneurship skills and to provide society with skilled and employable individuals, the College has established two industrial training units.

Best Practice 2: To create a platform for developing higher order thinking, sharing ideas, nurturing creativity, thereby building a healthy competitive spirit while extending learning beyond the curriculum, the College promotes celebration of various state-level competitions and departmental fests/days.

Institutional Distinctiveness: The College has worked out a unique structure, the Campus Ministry cell, which coordinates, facilitates and ensures collaboration between UTCARSH (for the differently abled), JAGRAT (SC/ST cell), PRERNA (campus workers) and the SEVA SUHAS (Christian student's cell) to ensure focus on the disadvantaged groups of society with a view to providing them access, handholding and empowering them for excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE
Address	P.B. 4168, Navrangpura
City	Ahmedabad
State	Gujarat
Pin	380009
Website	www.sxca.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Lancelot Bernard D Cruz	079-29708056	9723449209	-	lancy.dcruz@sxca.edu.in
IQAC / CIQA coordinator	Mallika Sanyal	079-29708057	9825972775	-	iqac@sxca.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority College proof.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	20-06-1955
Date of grant of 'Autonomy' to the College by UGC	19-06-2014

University to which the college is affiliated		
State	**University name**	**Document**
Gujarat	Gujarat University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	20-02-1980	View Document
12B of UGC	09-04-2014	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?	01-04-2015
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	GSIRF
Date of recognition	28-02-2020

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	P.B. 4168, Navrangpura	Urban	26	26406.23

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,Biochemistry And Biotechnology	36	HSC	English	60	57
UG	BSc,Biochemistry And Biotechnology	36	HSC	English	45	45
UG	BSc,Botany	36	HSC	English	30	22
UG	BSc,Chemistry	36	HSC	English	60	60
UG	BCA,Computer Science	36	HSC	English	120	120
UG	BCom,Commerce	36	HSC	English	60	60
UG	BA,Economics	36	HSC	English,Gujarati	60	60
UG	BA,English	36	HSC	English	60	60
UG	BA,Gujarati And Hindi	36	HSC	Gujarati	30	23
UG	BSc,Mathematics	36	HSC	English	30	30
UG	BSc,Physics And Electronics	36	HSC	English	30	15
UG	BSc,Physics And Electronics	36	HSC	English	30	30
UG	BA,Psychology	36	HSC	English,Gujarati	60	60
UG	BA,Sanskrit	36	HSC	Gujarati	30	4
UG	BSc,Statistics	36	HSC	English	30	24

UG	BSc,Zoology	24	HSC	English	30	24
PG	MSc,Biochemistry And Biotechnology	24	BSC	English	20	20
PG	MSc,Biochemistry And Biotechnology	24	BSC	English	20	19
PG	MSc,Chemistry	24	BSC	English	30	30
PG	MSc,Chemistry	24	BSC	English	30	21
PG	MSc,Computer Science	24	BSC	English	30	30
PG	MA,English	24	BA	English	30	30
PG	MSc,Mathematics	24	BSC	English	30	30
PG	MSc,Physics And Electronics	24	BSC	English	25	25
PG	MA,Psychology	24	BA	English	30	22

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				37				48
Recruited	0	0	0	0	26	11	0	37	17	7	0	24
Yet to Recruit				0				0				24
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				33
Recruited	0	0	0	0	0	0	0	0	9	23	0	32
Yet to Recruit				0				0				1

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				53
Recruited	17	4	0	21
Yet to Recruit				32
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	23	13	0	36
Yet to Recruit				0

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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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	22	11	0	16	16	0	65
M.Phil.	0	0	0	2	0	0	2	1	0	5
PG	0	0	0	2	0	0	8	10	0	20

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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	Others	Total
	9	12	0	21

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	1067	167	0	4	1238
	Female	1436	133	0	0	1569
	Others	0	0	0	0	0
PG	Male	160	17	0	0	177
	Female	272	33	0	0	305
	Others	0	0	0	0	0
Certificate / Awareness	Male	10	0	0	0	10
	Female	10	0	0	0	10
	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	22	34	19	18
	Female	16	22	23	16
	Others	0	0	0	0
ST	Male	23	21	30	17
	Female	19	16	15	14
	Others	0	0	0	0
OBC	Male	90	75	61	38
	Female	74	70	59	55
	Others	0	0	0	0
General	Male	312	286	234	201
	Female	466	497	418	334
	Others	0	0	0	0
Others	Male	119	82	76	73
	Female	101	87	77	70
	Others	0	0	0	0
Total		1242	1190	1012	836

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry And Biotechnology	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Gujarati And Hindi	[View Document](#)
Mathematics	[View Document](#)
Physics And Electronics	[View Document](#)
Psychology	[View Document](#)
Sanskrit	[View Document](#)
Statistics	[View Document](#)
Zoology	[View Document](#)

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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
25	24	21	20	17

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 25

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3261	2857	2393	2058	1971

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
1032	793	668	580	682

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
3683	3404	2823	2380	1487

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
108	78	72	55	32

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
746	700	632	565	468

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
96	88	83	75	71

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
118	109	105	102	96

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
6198	6105	6335	4756	2518

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
632	611	524	449	384

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3

Total number of classrooms and seminar halls

Response: 40

4.4

Total number of computers in the campus for academic purpose

Response: 504

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
1079.67	1030.77	650.38	526.83	412.52

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:

St. Xavier's College, Ahmedabad was conferred the autonomous status in June 2014 and is currently the only autonomous College affiliated to Gujarat University. Under the new structure, the IQAC initiated the restructuring of the curriculum through various workshops and trainings. The common focus for the redesigning process was:

- The College follows Choice based Credit system (CBCS) pattern to meet with special emphasis on local, national, regional and global developmental needs.
- Our deep roots in the Ignatian Pedagogical Paradigm (IPP) that encourages the education of the whole student (*Cura personalis*) resulting in a person who exhibits precision of thought, moral excellence, and social responsibility.

Consequently, the new curriculum included content and activities facilitating in-depth subject knowledge, research skills, entrepreneurship and employability skills and service learning so as to foster the holistic development of the students.

The syllabi offer a wide range of topics through activities like internships, field trips, research projects, presentations/seminars, quizzes and demonstrations. Each program offered by the College provides an apt combination of content and activities to ensure maximum attainment of the Course Outcomes (COs), Programme Specific Outcomes (PSOs) and Programme Outcomes (POs).

The curriculum also offers scope for fostering employability skills by means of an array of soft skill courses and electives like Personality development, Stress and Time Management, Research Methodology and Biostatistics, C-programming, National Social Service, Entrepreneurship and Bioinformatics, Descriptive Statistics etc. The industrial training units run by the students of vocational biotechnology/industrial chemistry hone their entrepreneurship skills leading to many of them opting for their own start-ups and businesses.

Furthermore, Foundation Courses like Human Society and Ethics, Human Rights, Gandhian Entrepreneurship Skills, and value-oriented education like Counselling, Journalism sensitize students to the diversity around them and promote inclusiveness and harmony among them. These are further complemented by courses such as Indian Epic Tradition, Cultural Heritage of Gujarat and Indian Tribal Culture. Through these the knowledge of the linguistic, cultural and traditional diversities of different communities leads to an enhanced compassion and bonding, thereby strengthening the unity and integrity of India.

In the last five years nine new programs have been offered by the College which have been designed to

specifically address local, national, regional and global developmental needs such as:

To provide work force for the Indian pharmaceutical and chemical industry since Gujarat is the major hub in India:

B.Sc. Biotechnology, M.Sc. Biochemistry, M.Sc. Biotechnology, M.Sc. Chemistry (Analytical)

To prepare work force that can manage core business processing to industries including support processes such as accounting and human resources:

B.Com. (Business Process Services)

To foster skilled data scientists to support businesses, take informed decisions and maximize profit:

M.Sc. BDA

To serve the need of researchers and scientists for the Central Institutes such as Institute of Plasma Research, Physical Research Laboratory, ISRO, etc.:

M.Sc. Physics, M.Sc. Mathematics

To provide a workforce of robust professionals to fight the mental-health pandemic which is an acute need of the hour for our nation:

M.A. Clinical Psychology

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: 88

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

Response: 25

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

Response: 22

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](#)
Link for 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: 97.12

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
736	681	616	551	443

File Description	Document
MoU's with relevant organizations for these courses, if any	[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

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 50.16

1.2.1.1 How many new courses are introduced within the last five years

Response: 462

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 921

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 25

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:

The curricula of several courses in the Humanities, Social Sciences, Commerce as well as Natural Sciences directly integrate ethical values with gender sensitivity and environmental sustainability.

Every discipline has to deal with a variety of ethical dilemmas and, therefore, requires tailor-made course curricula. The value-added course of COP Journalism run by the Department of Gujarati-Hindi offers a special paper on Journalistic Ethics. Similarly the Computer Science Department offers courses on Information and Network Security dealing with topics like data security, cyber-laws, ethical hacking, etc. The Department of Commerce offers courses dealing with corporate governance, CSR law, tax law, banking ethics, etc.

The Department of Chemistry-Industrial Chemistry manages to integrate industry ethics with

environmental sustainibility by providing courses involving practical training in various chemical industries. The Department of Biochemistry-Biotechnology offers courses involving topics like detecting food adulteration, environmental biotechnology, public health, ethics pertaining to genetic engineering, etc. Over and above these, a Foundation Course on Environmental Science is offered to all students (regardless of stream or core discipline) in compliance with UGC guidelines.

Ethical representation and veridical predictions/analyses of data as well as their valid interpretation are skills crucial to the development of any branch of empirical research for which the Department of Statistics provides special courses in statistical quality control, ethical sampling techniques, etc.

While the Natural Sciences have a major focus on environmental sustainability, the humanities and social sciences have courses throwing more light on contemporary issues like gender, besides the ethical principles relevant to their individual disciplines. The Department of Economics provides special focus to topics like gender discrimination, gender development and gender empowerment indices, Gandhian economic ideas, environmental economics, etc. The Department of Psychology attempts to throw light on the differences between sex and gender and the emerging concept of gender fluidity in developmental psychology besides offering courses where topics like research ethics in social sciences, laboratory ethics, ethical guidelines for counsellors and psychotherapists, etc. are incorporated, not only in regular curricula but also in Foundation Courses, and the COP in Counselling which is a UGC-recognized Programme. The role of neurophysiology and the complex interplay of nature versus nurture are integral to gender-related issues of mental health and psychological disorders.

Courses on Gujarati Literature also play their part in promoting gender sensitivity and human values by incorporating Dalit, Tribal and Feminist literary texts in prose as well as poetry. These are aimed at depicting the social ethos and pathos of the authors' communes and their experiences with the ecological world. The Department of Sanskrit does something similar by incorporating the Upanishads to promote ethical values and gender sensitivity through texts like Kumarsambhav, AbhignaanShakuntalam and Swapnavaswadattam.

In a nutshell, the core philosophy of the College "A Xavierite is a person for others!" is not just a motto, but an integral cultural trait and a way of life for all Xavierites. Academics is merely one dimension which bears testament to this fact.

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](#)

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

Response: 20

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
5	5	3	3	4

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: 4.29

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
170	104	90	58	119

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 29.71

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 969

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[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: A. All 4 of the above

File Description	Document
Any additional information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

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

Response: B. Feedback collected, analysed and action taken

File Description	Document
Any 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: 108.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
1242	1190	1012	836	711

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1010	980	905	875	765

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: 68.75

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
464	407	360	301	261

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:

The College assesses the learning levels of the newly admitted students formally based on the first Continuous Internal Assessment (CIA-1). Some departments also organize quizzes based on fundamental subject knowledge to assess the newly admitted students. Based on these results, the slow learners and advanced learners are identified and special programs are arranged accordingly.

Programs for slow learners: The programs for slow learners are categorized based on the reasons for the slow learning.

- **First generation learners** in the College are supported by the activities of the SC/ST Cell "JAGRAT". The activities of JAGRAT include workshops on enhancing academic performance, time management, computer training, career guidance and remedial classes in English. The college in collaboration with Tata Consultancy Services also conducts programmes to make first generation learners more employable. These programmes include training in English communication, basic corporate etiquette, general knowledge etc.
- The English Department conducted a Vocational English Program (VEP) for the **vernacular medium students to ease their transition to English** as the language of instruction. The VEP was a five-month training program wherein students were chosen through a selection process and preference was given to students from economically and socially weaker background.
- Students with **low intellectual learning ability or absence due to personal factors** also perform poorly during the CIAs. These students are facilitated with peer tutoring by students in the higher semesters. These remedial classes are conducted under the supervision of a faculty member and provide the slow learners with one-to-one assistance from the student tutor. The tutor serves as role model for the students and encourages better academic development.

Programs for advanced learners

- **UG Research Program:** Advanced learners are motivated to hone their research abilities by the UG Research Program. The selection process by most departments is based on a quiz or interview; the selected students have to carry out a small research project outside the curriculum. The project reports are submitted to the Research committee, evaluated by experts and deserving students are awarded certificates and monetary prizes. The research projects are often published as full research articles in peer reviewed journals as well as presented as paper/oral presentations in various conferences and seminars
- **Training for competitive examinations:** Departments conduct coaching/training programs for students to appear for competitive examinations such as IIT-JAM exams, NET and UPSC. Additionally, the career cell also conducts career counselling programs.
- **Expert lectures/Seminars/Conferences/Departmental Fests:** Expert lectures, seminars, conferences are regularly organized to provide new learning perspectives and induce creative thinking for advanced learners.

- **Advanced learning modes:** Advanced B. Sc. Programs, Research paper writing, camps and workshops on advanced domains of subjects are also organized by some departments.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 34:1

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:

With the advent of autonomy in 2014, the larger flexibility afforded in academic activities was exercised effectively to incorporate a variety of student-centric methods in the teaching framework. The conventional lecturing method is aptly supplemented by a plethora of activities that encourage students to evaluate, analyse and reflect on their learning; put the learning into action and evaluate the success of the action. This pedagogical paradigm is the foundation of Jesuit Education. The specific student-centric methods adopted are:

Experiential learning

- **Field visits/industrial tours**: Visits to industries, Premiere Research Institutes, Forests and tribal enterprises, Flower shows, slums, Mental Health Institutes, NGOs, schools, etc. are organized by the Departments to give the students a real-world experience of the classroom concepts, and to know the latest development in their fields.
- **Project work/Internships**: Project-based electives, entrepreneurship projects and internships have been included in the curriculum to give students hands-on experience.
- **Departmental fests, seminars and conferences**: Departmental fests, seminars and conferences are organized by various departments in which students are encouraged to participate by making working models, charts, etc. This helps the students understand the subject thoroughly and clearly; it increases expertise and improves communication and teamwork skills. Guest lectures are arranged regularly to enhance students' learning.
- **Laboratory and hands-on training**: The PG students are trained in using the available sophisticated instruments in the College during the laboratory sessions. The regular practical sessions and hands-on training offered in the curriculum also adds on to experiential learning.
- **Industrial Training Units:** The students of vocational courses run simulated enterprises and get

experiential training of managing a manufacturing unit.

Participative learning

- **Skits, role plays and recitation**: Students enact and recite the concepts, enabling them to examine various approaches and retain more than through the lecturing method.
- **Group discussions:** Screenings of mythological films/series followed by discussions on the epics in the syllabus are carried out in language classes. Film screening with discussions is also done for scientific concepts are also effective participative methods.
- **Seminar presentations**: Advanced topics from their syllabus are assigned to students who are motivated to make peer-presentations. Alternatively, the theory of laboratory practicals is also given to a group of students for in-depth evaluation and analysis. This is later presented and discussed in the class.

Problem solving methodologies

- **Case studies**: Departments also use case studies to provide students with problem solving skills.
- **Open Book Exam**: These are conducted to develop analytical skills and move away from rote-learning.
- **Quizzes/Crosswords Puzzles**: All UG/PG students solve quizzes as a part of continuous internal evaluation.
- **UG/PG Research Program**: Students from each Department are selected to carry out Student Research projects under the mentorship of a professor.
- **Activity modules in Journals**: Small assignments based on the practicals performed are given to the students to give better insight and real-world applications of the experiments.

Our teaching and learning strategies primarily evolve from Ignatian Pedagogy that emphasizes innovative techniques based on experience, action, and reflection.

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:

St. Xavier's College (Autonomous), Ahmedabad has been proactive in the use of ICT enabled tools for effective teaching and learning process. The College has organised special workshops to train its teaching staff to understand the importance of various ICT tools. Some Departments had earlier conducted online exams for internal evaluation. However, after autonomy the College has given a major thrust to its efforts to integrate more ICT tools into the teaching-learning process.

- Learning Management Softwares (LMS) are employed both for teaching and for evaluation. Faculty members were adequately trained for the role of teacher in *Moodle*. A few have also been

trained as administrators. The College has bought 2 TB amount of space in cloud for *Moodle*. An expert, Prof. Binu, from Marian College, Kutikanan gave the faculty members a two-day training program in *Moodle*. Faculty members upload their lecture notes and PPTs for the students to access.

- Google classroom is also used by some of the faculty.
- Google forms have been used to get feedback on the syllabus from students, **a**lumnae and parents. The feedback has been discussed in the BoS to make corrective changes in the syllabus if required.
- *WhatsApp* groups have been used to convey information about class preparation to the students.
- *Google forms* and e-mails were used for assignment collection and tests.
- *QR Code Creator* was used for scanning and sharing cloud information.
- To increase the effectiveness of our teaching and learning process we have bought 335 GB of video lectures from NPTEL.
- Students are encouraged to enrol for *Swayam*. The College has appointed two senior professors to encourage students to enrol for *Swayam*.
- During the laboratory sessions some of the experiments are simulated in computer using Simulators from *National Instruments*. This allows greater flexibility without the need to physically perform the experiment. This helps the students to understand the concepts in depth. It also permits extensive experimentation with ease.
- 20 classrooms have projectors fixed while 8 mobile projectors are also available. The professors use videos and power point presentations to make the content easily graspable by the students without falling into any of its pitfalls. Along with the professors, a good number of students also use them to make assignment presentation, project presentations and student-research presentations.
- The College has procured 4 smartboards for enhancing teaching-learning.
- 7 classrooms are LAN connected and the remaining classrooms are wi-fi enabled.
- Conference lectures have been organised for the students. The College boasts of a state-of-art conference facility which was set-up with the generous support of *Tata Consultancy Services*.
- The College has effectively implemented the NaMo tablet scheme and provided high-end tablets to eligible students throug this government initiative
- Certain assignments, projects and student projects require students to make extensive use of online resources.
- The College has a membership to *Inflibnet* (N-list) through which a lot of online material is available to the teaching staff.

Thus, the College makes effective use of ICT enabled tools including online resources for effective teaching-learning process.

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: 37:1

2.3.3.1 **Number of mentors**

Response: 88

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The academic calendar is prepared by a team comprising the Principal, IQAC coordinator, Controller of Examinations (CoE), in consultation with the Governing Council (GC) and the coordinators of the cultural committee and campus ministry. It takes into consideration the annual calendar of the parent Gujarat University and seeks to accommodate traditional College events like the cultural festival, sports fest, etc. It also takes into account the preceding year's experiences while incorporating the goals to be achieved in the coming academic year. The academic calendar ensures not only the stipulated teaching days but also ensures space for co and extra-curricular activities. The academic calendar is then presented to the Academic Council for its inputs and subsequently to the Governing Body. Finally, the calendar is shared with the staff members at a meeting before the reopening of the College. Further, the calendar is available in the College Prospectus as a ready reference for students and parents. It is also shared at the assembly and orientation program at the beginning of the academic year. In recent years, the meetings of all statutory bodies are also incorporated in the detailed planning of the College.

Each faculty prepares a Unitized Teaching Plan (UTP) based on the academic calendar, which in turn contributes to the departmental academic plan. These UTPs, which are shared with students, ensure efficient progress of the course work.

Periodic meetings with the Heads of the Departments, various statutory and non-statutory bodies help the Principal to ensure that the College adheres to the proposed academic calendar as much as possible, and the course work is completed as per the proposed plan. The Heads of Department (HoDs) also meet their staff and monitor the implementation of the UTP. Synchronizing the UTP with Moodle has ensured the smooth implementation of the academic calendar to a great extent. The principal visits each department informally at regular intervals and gets a direct feedback of the academic progress of each department.

CIAs are good method to monitor the implementation and efficacy of the academic calendar. Preparation of the annual report is a self-reflecting exercise where each department is able to gauge the implementation and effectiveness of the departmental academic calendar. This activity is also helping the College to monitor the effectiveness of the academic calendar and incorporate appropriate correction in the following semester. Further, the Governing Council meets once a month to monitor the progress of the College. It

holds two elaborate meetings a year where the progress of the College vis à vis the set goal is evaluated.

These are some of the ways by which the College tries to plan, implement and evaluate the academic calendar.

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: 77.73

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](#)

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: 63.97

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
65	56	53	47	44

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: 12.25

2.4.3.1 **Total experience of full-time teachers**

Response: 1175.82

File Description	Document
Institutional data in prescribed format	View Document
Any 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: 29.2

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
26	27	27	27	39

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: 2.34

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
108	78	72	55	24

File Description	Document
Number of complaints and total number of students appeared year wise	[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 transition from an affiliated College to an autonomous College came with its challenges especially in setting up the examination procedures and its management. The Examination office under the guidance of the Controller of Examinations has set up procedures and implemented reforms for both the internal and external examination systems. The rules and regulations of the examination process are regularly revised and are well documented in the Prospectus which is made available to the students. Reforms in the examination system include internal assessments and IT integration in the examination registration process, seating arrangement, hall ticket generation, publication of the results. These reforms, introduced over a period of time, are discussed below:

Processes integrating IT:

Initially, the examination registration process, hall ticket issuance and examination seating were done manually; but with up-gradation of the IT infrastructure, the examination process was integrated with the College ERP. The marks of the Continuous Internal Assessments (CIA), exam notices, examination registration, payment of examination fees, issuance of hall tickets, randomization in the examination seating arrangement, examination schedule, declaration of results, revaluation and reassessment applications have all been integrated with the ERP login of the student. Additionally, provisional marksheets, transcripts, course completion certificates can also be accessed through the ERP. This ensures that parents/guardians can access the marks and other examination details of their wards.

Student attendance is also marked through ERP. Hence only those students with the stipulated required attendance can download the examination hall-ticket.

During the COVID-19 pandemic, the internal/external examinations and other evaluations like assignments have all been conducted through the LMS-Moodle.

All the examination halls are equipped with CCTV cameras to curb malpractices. These CCTV cameras are monitored by the senior supervisors.

Additionally, exam remuneration is provided to the faculty through online banking. The IT integration in the examination system has made most of the procedures paperless and brought about a positive impact in terms of accuracy and transparency.

Reforms in the Continuous Internal Assessment pattern:

Under the autonomous structure, the College originally conducted two Continuous Internal Assessments

(CIA); a CIA-1 of 50 marks and CIA-2 of 100 marks covering the whole syllabus. Based on the feedback obtained, the CIA pattern was changed and the CIA-2 was reduced to 50 marks covering only 50% of the syllabus.

CIA Reforms

In the academic year 19-20, the CIA pattern was further revised to afford greater flexibility to departments and to accommodate different assessment patterns for different subjects. CIA-2 was split into 2 modules and departments were given the freedom to choose appropriate methods of evaluation. The modular examination pattern has brought a lot of innovation in the evaluation methods with departments using class tests, multiple choice tests, seminars, projects, quizzes as components in internal evaluation.

Examination procedure:

For all external examinations two sets of question papers (by internal and external subject expert**s**) are submitted by the Departments for each course. The evaluation system adopted in the initial years of autonomy was a blinded double evaluation, followed by a third evaluation in case of major discrepancies.

A major challenge here was that the process was time consuming and led to a delay in declaration of the results. It was reformed to a single evaluation method and a system for application of revaluation/reassessment was set up **i**f found necessary.

From simply masking answer books, the examination office introduced the system of dummy numbering and bar-coding. This ensured integrity and transparency in the evaluation process. .

A major reform introduced was providing a supplementary exam for the final year students to save their year. Immediately after the semester VI UG and semester IV PG results are declared, the College conducts a supplementary exam wherein students can appear for a maximum of 3 papers in which they have failed to save their year. During the COVID-19 pandemic the capping was increased to 5 papers.

Other reforms introduced include:

- A scrutiny board in every department to scrutinize the end-semester question papers.
- A team of senior supervisors to curb unfair means and a discipline committee to deal with malpractices in examination.
- A passing board to finalize the gracing policy in every exam.
- Re-examination for students unable to appear in the end-semester exam due to participation in national sports events/NCC camps/extra-curricular/co-curricular events.
- Extra time for dyslexic students/separate examination hall for divyangjan; scribes for visually challenged.
- Online Certificate Verification System to facilitate verification of students' certificates.

Under the autonomous structure, a major responsibility of the examination office is printing the marksheets of the students. To ensure the highest level of security the marksheets have a variety of security features such as penetrating ink numbering, Gold Foil, micro line, High resolution Border, Rainbow printing, prismatic printing, reverse micro line, customized text, Void printing, Blind embossing, invisible printing, fine line relief, Hidden image and dual hidden image.

File Description	Document
Any additional information	View Document
Link for 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:

All program outcomes (POs), program specific outcomes (PSOs) and course outcomes (COs) for all courses in all programs offered by the College are displayed on the website along with the syllabi of the department. The POs are designed by the Principal in consultation with the IQAC and Heads of

Departments. They are designed to align with the vision and mission of the College. The POs basically focus on:

- Domain Expertise
- Effective Communication
- Critical Thinking and Research Aptitude
- Reflective Response to Ethical and Social Issues
- Striving for Equality
- Environmental Sustainability
- Holistic Empowerment through Education

The PSOs and COs are designed by the departments offering the programs and courses. All course outcomes are formulated by focusing on the following desirable graduate attributes:

- In-depth subject knowledge and the ability to apply it to real world problems
- Effective interpersonal communication and problem-solving skills
- Concern for the environment with a focus on sustainability
- Service to society and strong ethical values
- The ability to be a life-long learner

The course outcomes are based on the "Revised Bloom's Taxonomy" which are measurable and clearly indicate the ability gained by a student on finishing the course.

Mechanism of communication:

All course outcomes are displayed on the website and are, hence, effectively communicated to the students and other stakeholders. The course outcomes are also verbally communicated to the students by their respective teachers during classroom teaching.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The attainment of the program outcomes and course outcomes are evaluated by the College in several ways. A primary measurement is the performance in the examinations while a supplementary method is the progression and achievements of the students after graduation.

At the entry level into the College, students face challenges like language of instruction, lack of computer knowledge, lack of self-confidence in the new environment, inability to independently complete assigned tasks and comprehension difficulties. The end-semester examinations are key systems in measuring course attainment; the first semester results clearly reflect the challenges faced and the low level of attainment in the first few months.

But as they progress, the components of the teaching-learning process as well as the co-curricular and extra-curricular activities offered by the College contribute immensely to the overall development of the students and this is clearly reflected in the final semester results. The measurement for the level of attainment of course outcomes and program outcomes are done by the paired t-test. The calculated t value is greater than the critical t value for most of the programs. Hence we conclude that there is significant difference between the learning levels on moving from the first semester to the final semester.

Additionally, the attainment of the program and program specific outcomes is also indirectly mirrored in the student progression and achievements. The abilities gained, that reflect the attainment of the specific outcomes outlined by the PO, PSO and CO are:

Progression to higher education: About 40% of theUG students who graduate progress to higher education. This indicates that the programs have enabled them to make intellectual advances and they are able to build further on their learning.

Service to society: The students under the aegis of NSS, CWDC and Campus Ministry get involved in service activities like cleanliness drives, teaching underprivileged children, working for rural literacy, etc. The certificate of appreciation received for these activities is indicative of the Jesuit vision of. "creating men and women for others.".

Effective communicators: Students from the College regularly participate in and win competitions like the "Times Speaking Contest". Many join media and have become effective communicators.

Entrepreneurship and employability: Based on the training provided in the vocational courses, some students have become entrepreneurs with manufacturing units making candles, soap solutions and petroleum jelly. These students, through with their entrepreneurial skills, generate local employment and also contribute to the economic growth of the nation. This is also an indication of attainment of the PSOs and POs.

Environmental consciousness: Student participation in environmental related activities like tree plantations and eco-campaigns shows their commitment to environmental issues which is a desirable graduate attribute.

Holistic empowerment: The students participate in extra-curricular, co-curricular and sports events in the College and at the University, State and National level and several win awards and prizes. These achievements are a measure of the holistic growth desired in a graduate in addition to their subject knowledge.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 92.65

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

Response: 1008

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

Response: 1088

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<u>View Document</u>
Link for the annual report	<u>View Document</u>

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	<u>View Document</u>
Upload any additional information	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research at St Xavier's College has reached a new height. Three decades of research culture is today intertwined in the curriculum as small modules and dissertation projects. Moreover, an undergraduate and postgraduate research programme for selected students is now an integral part of the system. These initiatives have broadened the horizons of ideas, thoughts, planning and experimentation – 'An environment to think out of the box to create a better world'.

Under the Autonomous System, the Research Committee is responsible for the various research activities, approving projects, developing infrastructure, and allocating budgetary outlays. All these details are available in the Prospectus and the Website.

A MoU has been signed since 2015 with Xavier Research Foundation (XRF), an independent research institute on campus, where some of the staff members have availed the facility to complete their PhD.

Recognition of the hard work and commitment is in the fabric of the research culture. Every year there is an Annual Research Award Ceremony for students and Staff. There is also a Research Seminar where "The Research Annals of Xavier's" is released. It now has an ISSN number: 2582-256X. Moreover, several of our faculty have also had their work published in journals of repute.

Currently the College has the following facilities for faculty and students:

The Theoretical Physics Laboratory was set up in 2013 to cater to the need of theoretical physicists in the College. Housed in a single room facility, the lab has contributed to many publications since its inception.

Super-Computer Laboratory was set up with DST funding to house a computer with 128 core high computing facility. Several publications and international collaborations have been established based on this new laboratory.

DEXIC is an entrepreneurial and research aptitude developing cell for IC students. The unit is engaged in standardizing, manufacturing and marketing coloured candles, detergent solution and sanitizer.

In-Xitu, a simulated student run company, has been set up to train Bioscience students in Plant Tissue Culture of medicinal and ornamental plants with a view to developing entrepreneurial skills.

Xavier Laboratory for Research and Development (XLRD) is a centralized laboratory facility established in 2014 to cater to the needs of all Bioscience departments.

A Cell Culture Laboratory has been established with support of CPE-III grant to enable studies in cancer biology, toxicology, antibiotics, drugs, etc.

Xavier Central Instrument Lab Facility was set up with funding from DST-FIST. It houses a spectrophotometer, IR, HPLC, spectrofluorometer, etc. This infrastructure will enable us to upgrade research in the College.

Thin Film and Atmospheric Science Lab is focused on 360 degree evaluation of the air quality over Ahmedabad and Gandhinagar cities. It has access to satellite data from ISRO for mathematical modelling for environmental studies and material characterization.

Big Data Analysis Research Lab is an excellent glorious of Industry-Academia collaboration with the support of TCS in order to retrieve and analyze different datasets available in the network. This lab consist of 31 computer systems, 1 smart TV (with speakers) and internet facilities.

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: 1.45

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
0	1	1	0	4

File Description	Document
List of teachers and their international fellowship details	
e-copies of the award letters of the teachers	

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: 725.46

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
75.02	149.40	23.62	298	179.42

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 3.63

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
1	2	1	2	9

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

3.2.3 Percentage of teachers recognised as research guides

Response: 12.5

3.2.3.1 **Number of teachers recognized as research guides**

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any 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: 17.91

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
1	1	1	1	7

3.2.4.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
7	14	14	14	13

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[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 ingrained in its system an invigorating environment of active participation and expression. The management, faculty and students have had plenty of opportunities to ideate, conceptualize and implement. The College was the first in the city to have conceptualized cultural festivals and thereafter began a journey of hosting megafests like Vigyanotsav, Xenfest, Youth leadership programs with activities igniting the intellectuals, as well as creative and enterprising minds. This continues with departments annually organizing National Conferences/ Seminars/ State Level Competitions such as Cognizance, BiocalyX, Chem Cho, etc. These events are a platform for sharing knowledge as eminent speakers are invited to give talks. Moreover, discussions have led to creative ideas and collaborative work with other institutions.

Starting of Vocational Programs has led to establishing working units that are simulated entrepreneurship training units. The unit set up for the students of Vocational Biotechnology has focused on product development using plant tissue culture (PTC). This has enabled students to envisage how knowledge of a technical skill can be translated into creating products. The setup, In Xitu, has gradually grown to be owned by the students with an organogram emulating corporate structures: an idea floated by a student in which the management saw great potential for experiential learning. Their services comprise Green gifts (micro propagated foliage plants for desktops) and conducting of workshops on PTC, microbiology, molecular biology, and instrumentation.

Vocational Industrial Chemistry has established DEXIC, which requires students of all three years to engage themselves in the overall running of the unit. Their product range has progressed from glass tubes to detergents, petroleum jelly and decorative candles. During Diwali, they make "diyas" that remain lit for more than 10 hours. The market demand for these products has increased. Many restaurants and hotels in the city buy detergent from our students. The outcome of these simulated units is that many students have opted for further studies in entrepreneurship and there are success stories of students floating their own small scale industries. Aurelia candles, Liqpro Advance Liquids, Believe Enterprise (MSME Certified), Epiclean, Creative Zone, Joyous Beam Candles are examples of small enterprises that have been launched by students who have been part of these simulated set ups. Both In Xitu and DEXIC have been case studies for the Economics and Business students of Marquette University, who have studied these business models and given their recommendations, thereby enabling them to learn nuances of business and

entrepreneurship. Moreover, this concept syncs with the "Make in India" concept that the government has been promoting.

An engaging activity promoted by the College is that of infusing a research culture. In the process, students learn to design experiments, analyze and interpret data, present findings in conferences and seminars; several students have also published their work. Several departments collaborate with premier institutes in Ahmedabad. This endeavour has proved to be effective in creating a healthy environment of knowledge sharing and transfer. Mentoring by experts from these institutions has been the fulcrum of the success of these projects.

File Description	Document
Upload any 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: 40

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
18	7	9	4	2

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[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: A. All 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: 2.67

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

Response: 32

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

Response: 12

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: 4.12

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
110	54	61	42	73

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: 0.68

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
18	10	4	17	7

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: 6.02

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: 17

File Description	Document
Bibiliometrics 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: 11.89

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
0.8	0.94	5.44	2.31	2.40

File Description	Document
List of consultants and revenue generated by them	[View Document]
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	[View Document]
Any additional information	[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: 2.42

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	1.41	0	1.01	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	[View Document]
List of facilities and staff available for undertaking consultancy	[View Document]
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff 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:

In keeping with our vision "Creating men and women for others", we have a long history of reaching out to the needy and of empowering vulnerable groups. In the process of fulfilling this vision our students also get sensitized to social issues and inclusive values. This has been achieved through the following extension activities.

1. Collaboration with the Blind People's Association (Vastrapur), SHWAS Charitable Trust, The Xavier Centre for Development and the Apang Manav Mandal where our students serve as readers/writers for blind students and our volunteers have assisted in many ways.
2. Connecting our students with children of nearby slums, orphanages, old age homes, **etc** sensitizes them to yet another aspect of life through networking with certain NGOs, our NSS volunteers and CWDC members.
3. CWDC and NSS volunteers jointly participated in programs like Pink Marathon for Breast Cancer Awareness, Candle March-Unnao Rape and visit to Dark Vision at BPA. The NSS also organized Holi and Diwali celebrations with HIV patients and visits to slums (like Swarnim Nagar and Bhathaganm Vasna) for Swachhata Abhiyan, etc.
4. Campus Ministry, apart from catering to staff and students also attends to a group named "Prerna", which is a cell for the support staff, housekeeping staff, young men who work in the canteen, hostel mess, helpers and peons of men's hostels, security guards and gardeners. They have regular sessions and celebrations. Our student volunteers are involved with this group.
5. One of the important extension activities involves inviting outside students to the campus for programs hosted by our student volunteers. The visit of girls from the Mahipatra Orphanage to our campus was an eye-opener for our students who were touched by the children's' resilience and determination.
6. Utcarsh reaches out to the challenged students of other colleges through its annual Utcarsh Day.

Another important and diverse set of activities is the promotion of the research component in extension work. Here, students get exposure to real world problems for which they draw from their subject knowledge and skills. Some examples:

1. An MoU signed with **Zydus School for Excellence, Ahmedabad** enabled our BSc students (who wished to pursue their passion for teaching) to serve as 'Science Teacher Interns' at the school.
2. SXCA has MoUs with IPR, SAC-ISRO etc., where students get to actually work on contemporary research topics. In a project linking research with extension, 40 students of our College were involved in doing a 360 degree evaluation of the air quality over Ahmedabad and Gandhinagar city through SAFAR under the Ministry of Earth Sciences. This extensive exercise, carried out for the first time, was very widely covered by the media.
3. Faculty engage themselves in extension activities in areas of their expertise. Examples are the advanced Physics and the Maths program for Gujarat.
4. An MoU with Alboan and Province Development Office (PDO), GJEM coordinated by a College faculty, reaches across Gujarat through its eco-education, eco-spirituality, alternative eco-practices and traditional medicine networks.

File Description	Document
Upload Any 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
1	1	0	1	1

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, Government and Government recognised bodies during the last five years

Response: 63

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
15	12	12	15	9

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](#)
Any additional information	[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: 33.05

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
447	735	569	1339	729

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: 121.2

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
234	190	130	27	25

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[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: 15

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
4	6	1	1	3

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]()

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 main thrust of St. Xavier's College, as a renowned teaching organization, is to achieve excellence in academics, teaching-learning practices, research and service-learning. To achieve this goal it is crucial is to ensure high-quality and adequate infrastructure facilities. The College regularly upgrades its existing infrastructure based on the recommendations of the Governing Council**.**

The College campus is located in the heart of Ahmedabad city in an expanse of 26 acres. It operates in three buildings: the Central building, the Library building and the Computer Science (XICA) building. It is close to the parent University and the strategic location of the College provides easy access to public transportation, rental accommodations, banks and other services in the city.

The College has 35 classrooms with adequate furniture, CCTV cameras and Wi-Fi facilities; 20 classrooms have LCD facilities and 1 is a smart classroom (portable projectors ensure LCD facility in the remaining classrooms). Furthermore, there are 3 auditoriums (Herbert D'Souza Hall, Computer Science Auditorium and Siddharth Assembly Hall), 2 seminar halls [AV room(smart board) , Physics PG laboratory/seminar hall], a conference room, and an open-air theatre.

The additional facilities available are:

- Boys Hostel (on-campus) & Girls Hostel (off-campus)
- Ladies Lounge
- Placement Cell
- Prayer Room & Counselling Room
- NCC/NSS Office
- Canteen

The physical facilities are effectively utilized beyond College hours to conduct career-oriented programs, campus recruitments and as examination centres for various government and competitive examinations.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Holistic development being at the core of education in our College, co-curricular and extra-curricular activities are included in the annual plan of the College and departments. The orientation for new students, youth festival and the sports festival (organized by the Gujarat University), the College Culfest and Sports Fest, the celebrations of Independence and Republic Days, Annual Day, Graduation Day, the International Yoga Day and the Annual Prize Distribution are all part of the Academic Calendar. Moreover, the College was the first in the city to introduce the concept of cultural festivals. Hence, the infrastructure has been developed and spaces earmarked for these activities.

Each year, the College Culfest is planned, organized and managed jointly by the College Cultural Committee and the Office of Students' core team of selected student volunteers at its centre. The various cultural activities are held in the Siddharth Assembly Hall that can house 1000 students (12.80*70.96 m2), the Open Air Theatre and the adjacent lawn that can hold 1000 students each (13m * 10.5 m2), and an Audio-Visual Room [100 students] (10.44*12.45 m2) (all three established in 1955), the Computer Sciences (XICA) hall [200 students] (20 * 13 m2 ; 2002), and the Herbert De Souza Hall [250 students] (26.46 *13.50 m2; 2002). The Old Library space (12.7 *12.7 m2), is used by students for practice sessions and discussions. Yoga day is celebrated in the lawns and in the Siddharth Assembly Hall. Colloquiums by PRL, GSA have also been conducted. The College Fest utilizes these facilities judiciously by holding several cultural and sports events simultaneously.

Although, in the middle of the city, the College has abundant space for sports activities. The College has a Sports Director who has a Ph.D. in physical education. He co-ordinates student participation in various inter college, university, state and national level tournaments. The college has excelled in sports and games and is the overall champion for the last ten years, the university champion in athletics for 10 years, football for the last five years, basketball -boys and girls for the last four years. Sports persons are provided with performance-based scholarships and exemption from lectures for training sessions and tournaments.

The College hosts the Donald Dias Memorial Football Tournament, the Major Padheriya Marathon and other sports activities like athletics and karate. It has a cricket field (30*5 m2), a football (100*5 m2), a Hockey (80 *60 m2), and a Volley ball (18*9 m2) ground, two tennis courts (24*11 m2), paleta court and basketball court (both 28*15m2), a room for table tennis and chess (20 *15 m2) and a basic gymnasium (30 *10 m2) all established in 1955. All these have helped our students win competitions. The use of these grounds is also permitted to other colleges, banks, etc. for coaching.

Every year, a student excelling in sports is honoured by the College with a "Sports Person of the Year" Trophy and the name of the student is added to the Scroll of Honour near the entrance of the College building.

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: 40

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: 16.28

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
97.14	165.322	169.96	79.17	62.71

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](#)
Link for 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:

SXCA has a well-equipped library, which is an integral part of any educational system, in the backdrop of an organization which is committed to and prides itself in providing quality education to students from every social strata, especially the economically and socially backward and underprivileged students. The library is an easy and invaluable resource of information and knowledge to keep abreast with a fast-paced information and knowledge-based society.

To meet this objective, SXCA shifted to its newly built Central Library in 2012. It occupies two floors of

an easily accessible new building, spread over 489 sq. meters. It has a general section and five subject specific sections, Chemistry, Botany, Computer Science, Physics and English to cater to most students and teachers of the College.

To keep pace with an explosive demand for online information technology and to meet current and future needs of e-resources, the library subscribes to the digital database from INFLIBNET (NLIST) under which the digitized versions of text books, reference books, educational bulletins, periodicals, magazines, journals and publications by various publication houses are available under one umbrella. Many CDs are available in the library for reference. The Library is Wi-Fi enabled allowing easy access to these digitized resources.

The College library uses the state-of-the-art integrated library management software, **So**ftware for **U**niversity **L**ibraries (SOUL), developed and designed by INFLIBNET Centre, Ahmedabad, compliant to international standards like MARC21, AACR-2, and MARCXML for automating all housekeeping operations of the library. Its remote accessibility facilitates browsing the in-house collection and borrowings from within and from outside the library.

Details of the software used for Integrated Library Management System:

Name of the ILMS software: SOUL

Nature of automation: Full

Version: 2.0

Year of automation: 2006 (upgraded in 2018)

The management has appointed a full-time librarian with a Ph.D. in Library Science, a clerk, and a peon for the smooth functioning and disbursal of the library services. An in-out register is maintained in the library to monitor the footfall of the students and faculty. The practice of awarding 'Annual Maximum Library Use' awards has helped encourage students to use the library.

Library Holdings		
Books	53,471	
Journals/Periodicals	41	
Reading room	Can accommodate 215 students	
E-resources	More than 160,000 e-books through NLIST	
	6,000 and above through NLIST	
	NPTEL local guru resources and CDs	

Library services:

- The library timings are: Monday to Friday - 9.00 am to 5.00 pm, Saturday - 8.00 am to 1.00 pm. The library remains closed on Sundays and public holidays.
- The users have Login ids and passwords for accessing UGC INFLIBNET-N-LIST resources and e-books.
- The first-floor reading room is spacious with lifts and a ramp for use by the differently-abled students.

- CCTV surveillance ensures safety and security. The Fire-safety systems have also been upgraded.

File Description	Document
Upload any additional information	View Document
Paste Link for 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: 5.99

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
3.81	7.56	5.16	9.15	4.25

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 latest completed academic year

Response: 3.07

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 103

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[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:

Realizing the importance of computers and intranet and internet services as important resources to facilitate and impart quality education, SXCA took the initiative in 1996 and established a basic network infrastructure in the College. The regular Information Technology (IT) facility up-gradation has made learning accessible to the students. The College has a specific team, responsible for planning, projecting improvement and maintenance of IT infrastructure and its uninterrupted delivery. The Institute has also an IT Maintenance manager employed by the Management

ERP: The ERP system, established in 2014 facilitates online admissions and examinations, fees payment, etc. which helps in creating a transparent work culture and easing the administrative workload. A student is notified about daily attendance, exam related information, marks and other announcements through ERP.

Moodle: In 2018 the College invested in and installed Moodle, a popular learning platform, offering flexibility to faculty and students. It is being extensively used for teaching-learning, Unitized Teaching Plan and internal assessments. With a demand surge, the Moodle LMS cloud platform set up by the College was upgraded from 1-Core CPU processor, 1GB RAM, 30 GB storage to 4-Core CPU, 16GB RAM and 2TB storage and from version 3.6 to 3.9.3. The College has also trained the teaching faculty to design courses and related evaluation material and set up with the Moodle LMS. SXCA has entered into an association with iConneXions LLP, a cloud and SaaS platform management partner for support in systems

management for the production LMS Moodle platform. The platform has been effectively used to conduct online teaching-learning-evaluation even during the Covid-19 pandemic.

Library: The Library is fully automated with SOUL software, installed in 2006 and upgraded to SOUL 2.0 in 2018. There are 17, SOUL 2.0 enabled computers with internet facility, used for information searching and tracking books. There are three separate computers with a scanner and special software for visually challenged students.

The College teachers have personal space and departmental computers to encourage research work. In the last five years 15 new computers have been assigned to different departments.

Computer Laboratories: The Mathematics Department established a new computer laboratory with 30 terminals for advanced research by the PG students. An exclusive Super computer lab having 128 core computing system and 6 terminals, with advanced computing facilities has been set up. The Physics Department established a M. Sc. computer laboratory with 15 terminals for research work by students. The Big Data Analytics department has a state-of-the art computer lab equipped for video conferencing with 31 terminals, in collaboration with Tata Consultancy Services (TCS) under an MOU.

20 of the 35 classrooms have fixed LCD projectors, and LCD facility via portable projectors in the rest. It also has a smart classroom and the facility to record video lectures.

The Group Text Messaging System through SMS Gateway, ERP and Moodle are extensively used to keep students updated.

The College also has a website which is regularly updated, and personal Institutional e-mail ID for general communication.

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

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

Response: 6:1

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: 35 MBPS - 50 MBPS

File Description	Document
Upload any additional information	[View 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](#)
Link for Additional information	[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: 27.75

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
306.07	193.71	211.28	123.62	147.08

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:

St. Xavier' College, Ahmedabad has all the infrastructural facilities required to help students learn and excel. The facilities at SXCA are regularly upgraded with latest technologies to nurture both the co-curricular and extra-curricular development of the students.

Systems and Procedures [Modus Operandi]

- The Governing Council (GC) meets regularly to evaluate the various activities and overall planning of the campus, playgrounds, hostels and other facilities.
- GC also takes up matters pertaining to major maintenance (presented by the departments). Once approved, they may be taken up for discussion at the meeting of the HoDs or BoS or the Finance Committee or the Academic Council or the Governing Body, as required.
- A committee of the Vice Principal**s** is empowered to allocate the funds received through grants.
- The College executes a College Development Plan every 3-5 years. Every department reviews the journey traversed and structures a *Strategic Action Plan* aimed at helping the departments flourish into Centres of Excellence.
- This enables the College to not just maintain but also to plan for improvements in maintenance systems. The discussions of the Planning and Evaluation Committee and the Governing Council are taken up in the Finance Committee meeting so that budgetary provisions can be made.

Maintaining and Utilizing Physical and Support Facilities

The College provides its space to outside agencies on a regular basis for conducting competitive exams like Civil Services examinations. The auditorium with a seating capacity of 250 plus, is always used for short gatherings and seminars organized by the parish and other societies.

The College grounds are used for tournaments, practices and for coaching sessions.

- The facilities of the College are maintained by the Estate Manager, Electrician, Gas Mechanic, Hardware Engineer, Housekeeping Contractor with his team, and others.
- A full time Management appointed Estate Manager takes care of the entire property. He also oversees the cleaning of the College campus and classrooms which is outsourced. Repair works are carried out on a regular basis before the beginning of the Academic Year.
- The painting of the College building and classrooms, once budgeted and approved by the GC and Finance Committee, is carried out every 7-10 years.
- *Laboratories:* Each department looks after the maintenance of its own laboratories and equipment. They handle the maintenance and repair of the instruments with technical help provided by companies. The laboratory assistants keep a stock register and inventory of chemicals. The College has its own common piped LPG supply. The Biochemistry-Biotechnology department lab has an AMC for the laboratory equipment.
- *Library*: The Central Library of the College, housed in a new building and automated, is taken care of by a Management appointed Library staff. Books once entered at the Central Library are then transferred to the departmental libraries.
- *Servers*: Maintenance of the server, network, systems and software is outsourced. An engineer from

an outsourced agency is housed in the College full-time.

- *Network, Firewall and servers*: The College has installed Cyberoam Firewall for cyber security including information and network security. It helps in load balancing with multiple Internet Service Providers, monitor website usage for secure content access, create users with assigned web filter, generate reports etc.
- *Internet and wi-fi facilities*: Around 440 tablets were distributed to the students through NAMO e-tablet yojana.
- *Sports Facilities:* The Estate Manager with a team of workers looks after the maintenance of the College sports grounds.
- The Maintenance Contract is signed annually for Office equipment costing over Rs 50,000/-
- The hostel mess and canteen have been outsourced. Surprise visits made by the Management help ensure that the quality of the food is maintained.
- The men's hostel within the premises is under the supervision of a hostel warden and an assistant warden. A team of workers looks after the cleanliness and maintenance of the facilities. The women's hostel, a km away from the main College campus is managed by the Vedruna Sisters who have a team taking care of maintenance and cleanliness.
- The gas mechanic ensures and takes the necessary measures for fire safety.

- Maintenance of the College garden is also outsourced to an agency carefully selected by the Management under the Principal, himself a botanist.

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

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: 14.32

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
391	337	304	326	380

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: 0.63

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
28	16	14	12	11

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](#)
Link to Institutional website	[View Document](#)

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

Response: 20.22

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
1621	657	185	158	256

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: B. 3 of the above

File Description	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: 0.94

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
16	16	2	4	1

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: 37.69

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 389

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: 99.82

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
109	20	12	1	1

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
110	20	12	1	1

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: 42

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
17	17	5	1	2

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	<u>View Document</u>
e-copies of award letters and certificates	<u>View Document</u>

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

Response:

The College has a student body known as the Core Team. The Core Team members are selected based on personal interviews and their academic records, discipline, attendance, leadership skills, involvement in extra-curricular and/or co-curricular activities and teachers' feedback. All curricular and extra-curricular activities of the College fall under a cell comprising of staff and students from the Core Team. This team is responsible for furthering the specific goal of each of the cells under the larger vision and mission of the College. Thus, student participation in the academic and administrative activities of the College is graded bottom-up to allow maximum role of the students from the grassroot level.

The Core Team has its representation from all cells like:

- NSS
- Cultural Festivals Committee
- Utcarsh (Cell for differently abled)
- CWDC (Women Cell)
- Jagrat (SC/ST cell)
- Tarumitra (Cell for Ecological awareness)

Through this we have ensured that the voice of the students reaches right up to the academic and administrative bodies of the College. The participation of Core Team members in the various committees also acts as a two-way representation, i.e., for the students to address their concerns and represent their

ideas and suggestions in those bodies; it also ensures that these students carry the vision and mission of these bodies to the student body at large. The Core Team is also a platform for the students to engage creatively in campus life; they learn to develop responsible leadership skills at a young age which helps create young responsible adults. It helps enhance the College management as a participative management.

Various programs are organized and conducted through the Core Team like the annual cultural festival (CULFEST), Sports Fest and a host of other promotional activities under each of the cells all catering to the holistic development of young students. These programs do play a major role in implanting qualities like teamwork, sportsmanship, a spirit of excellence, resilience and a sense of inclusiveness among students. Students learn basic managerial skills including skills of conflict resolution, besides leadership. Some of the programs organized by the Core Team for the current year are as follows: Orientation Program, Kaarvan (CulFest 2019), Graduation Day, University Youth Festival and Sports Fest. They also assist at the time of Admission, for the Annual Day and for various College programs by working in collaboration with the various cells of the College.

File Description	Document
Paste link for Additional Information	[View Document](#)

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

Response: 23.6

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
31	24	22	21	20

File Description	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:

SXCA has a registered Alumni Association, known as 'The Old Xavierites Association' (TOXA). Under the aegis of this Alumni association, several programs are organized involving both our present and past students. Though TOXA remained dormant for a long period of time, the Xavier's spirit has helped us to bring the alumni together through informal meetings during this period. However, a departmental alumni gathering for the all the departments of the College was organized in 2019 by TOXA in collaboration with the College. More than a thousand alumni participated where special Jubilee batches came together to spend a full day in the College;. They also donated to the College for Scholarships and developmental purposes. Departments like Physics-Electronics, Biochemistry-Biotechnology and Chemistry had conducted additional programs apart from the above mentioned during the 2019-20 academic year.

Financial support and contributions

The Alumni extend their generous support both financially and non-financially. A large number of alumni sponsor the research prizes, annual day prizes and other prizes given to students. They also financially support infrastructure developmental activities in the College.

Other Alumni Contributions:

- Utkarsh (cell for Divyangjan): An annual event of Utkarsh is organized for the physically challenged students of the entire city of Ahmedabad together with the physically challenged alumni of our College. This event is organized entirely by the alumni of the College and partially sponsored by them under the leadership of the Campus Ministry.
- PGOP (Personal Growth Oriented Program) is a unique feature of the College and is supported by alumni who have benefited from the PGOP programs during their College days. Many of them who have developed expertise in interpersonal and intrapersonal development volunteer regularly to help the campus ministry team in conducting PGOP.
- The College LMS-Moodle platform has been developed and is maintained by an alumnus through his software consultancy company - iConneXions LLP.
- The alumni are also a part of the Board of Studies of every Department and hence contribute in designing the curriculum and in providing linkages with industry. The alumni also give appropriate feedback regarding the syllabus leading to improvisations and modifications in the syllabus. Some serve as members in the Academic Council and the IQAC.
- The alumni support seminars and conferences conducted in the College by contributing as resource persons. Alumni also deliver lectures to motivate advanced learners for further studies. Ex-students of the Department of Botany held interactive sessions related to career guidance for the Botany students. Efforts in this direction led to departmental alumni associations which are encouraged to engage with alumni more effectively.

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: E. <2 Lakhs

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 forms a part of the vast network of Jesuit Higher Education Institutes which mark their presence in 96 countries throughout the world. The underlying ethos of the College is deeply rooted in the principles of Ignatian Pedagogy which emphasizes the education of "the whole person, head and heart, intellect and feelings" resulting in "a person who exhibits precision of thought, eloquence of speech, moral excellence, and social responsibility". This is clearly reflected in our vision which speaks about "using the vehicle of higher education to mould men and women for others" and our mission of providing access to academics, research and service learning to all strata of society.

The Governance of the Institute

The Governing Council comprises the Jesuits working in the College and its main task is to ensure that the policies and practices of the College are faithful to the vision and mission of the College.

The Board of Trustees of St Xavier's' College Society, chaired by the President (Provincial of Gujarat Jesuit Province) and co-chaired by the Vice President (the Rector of the College), with the Principal as its Secretary sets up the major policies and reviews budget and accounts.

The Principal, Vice-Principals (Science, Arts, Self-financed Courses) and the CoE review academic matters and prepare the agendas for the HoDs meeting. The HoDs share with the Principal the task of deciding on all academic matters.

Under the autonomous structure the apex statutory body is the Governing Body which assesses the progress of the College under autonomy and ensures that adequate reforms are introduced at various levels. The Academic Council meets twice a year to review the proposed changes in the syllabus and curriculum put forth by the Board of Studies, thus ensuring effective academic management. The IQAC collects feedback from stakeholders and ensures quality practices at all levels of administration and academics.

Participation of teachers

Faculty members do play important roles in the College as Vice-Principal, Controller of Examinations, IQAC Coordinator, members of the Governing Council, Academic Council, IQAC, Research Committee, Disciplinary Committee, etc. The committees formed by staff and students run the cultural, sports, admissions and other activities in the College. The Faculty are members in the various statutory and non-statutory committees in the College. The discussions and recommendations from these committees are put forward to the Management for further implementation; this methodology in turn prepares the staff members to hold key administrative responsibilities in the College.

Perspective plans

The Management and main stakeholders have constantly developed strategies to transform the College. To this end, a two-day workshop involving the Principal, Vice-Principals, Treasurer, GC Jesuits, Heads of Department, Office Superintendent and coordinators of the IQAC and other activities was held at Koba in February 2020. The group worked in small groups to revisit the Vision-Mission statement of the College and worked on a 5-year Strategic Action Plan (SAP 2020-25) which has been subsequently approved by the Board of Trustees.

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:

SXCA has always promoted an integral and humanistic model of education through a decentralized and participative mode of functioning. This model of effective leadership was put into practice in the introduction and evolution of the annual cultural program known as 'Culfest'.

The program was designed, conducted and managed by a group of students from all departments. With clearly defined roles and lines of accountability, and with guidance from the Professors and support from the Management (financial and infrastructural), the student group helped 'Culfest' evolve. This has been manifested in better participation and greater inclusivity.

The overall organizational structure is well defined: it comprises the non-statutory extracurricular committee, the student core committee, and the department coordinators.

At the start of the academic year, the committee members meet to decide the theme of the Culfest; they also prepare a plan and a road map. Subsequent meetings are held to select the overall student coordinating team and the department coordinators. The final list of competitions (including the sports events) is arrived at through a consensus of all 'streams'. The attempt to be inclusive is reflected in the increase in the number of events and participants over the years.

Participation of the maximum number of students was ensured by organizing *mini-culfests* in each department leading to a final departmental selection. These intra-departmental competitions were

conducted with academic schedules in place, a week before the public Culfest through planning with effective logistic support.

After the intra-departmental competition, the next level of competition is inter departmental, involving the entire College not as mere participants but also as active audience. The Management permitted the stopping of classes and also made available College 'spaces' for students to practice. The managing group has protocols in place to ensure perfect coordination of events. Regular meetings help refine the protocols as the events progress.

The inter-stream competition culminates in a grand event held at the open-air theatre where the individual winners and the Champion department is announced in the presence of parents and family members. The entire process is reviewed and evaluated with the Management, post-Culfest.

As painting and graffiti grew in popularity, the Management agreed to the student's request to dedicate some surfaces of the College: the walls of the staircase and the canteen. The student artists spent weeks working day and night to complete their paintings which were left until the new artists created new paintings.

The impact of opening participation to all has resulted in many students discovering unknown or hidden talents. The impact has reached other city colleges that have followed suit.

The 'Culfest experience' highlights a well-designed level of decentralisation and participation where the Management provides logistic and financial support; decision-making and the entire organization is done by the students in consultation with the Staff advisers. The students take the initiative, even as they reflect on the consequence; they keep on learning leadership and developing creativity. This has helped to make Culfest an evolving 'educational experience', of the students, by the students, for the students.

File Description	Document
Any additional informatiom	[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:

The College started a participatory process of strategic planning with the following steps.

Beginnings: The need of a strategic plan was recommended by the previous NAAC Team. As a preliminary step the services of Mr Arvind Chittewale consultancy were used to have sessions with all College departments and the Management at Mt Abu. The idea was again mooted at an informal dinner for the HoDs hosted by the GC members at the Jesuit Residence.

Development: A two-day workshop involving the Principal, Vice-Principals, Treasurer, GC Jesuits, Heads of Departments, the Office Superintendent and coordinators of the IQAC and other activities was held at Koba in February 2020. After a presentation of the main components of strategic planning, the group worked in small groups to indicate the main components of the new Vision, Mission and strategic objectives. The detailed minutes of the meeting were later summarised in the final document, which was approved by the Governing Council and the Board of Trustees.

Deployment: the five Strategic Objectives (SOs) were: (1) Deepen and widen the academic structure of SXCA; (2) Establish complementary structures to develop an integral approach to education for students and staff.; (3) Strengthen and improve the governance systems.; (4) General improvement and creation of new infrastructure facilities; (5) Establish and implement a fundraising plan to create a large corpus.

As regards SO1, the College has started a post-graduate program in Psychology and will launch three self-financed graduate programs in Computer Sciences, B Com and Mathematics in 2021. New library staff have been recruited, digitalization with the help of experts has been undertaken, the library facilities expanded and renovated. The upgraded LMS Moodle platform is extensively used by staff and this has helped the College keep its academic program on schedule despite the pandemic. As regards SO2, a new Research Policy has been framed; the Gender and Women's Cell has been strengthened; and the move towards an independent Extension Desk has started. As regards SO3, several other polices have been framed and implemented; drafting of SOPs will be done post-NAAC submission. The IQAC has been strengthened and the integration with the Core Group is pending due to pandemic restrictions in place. As regards SO4, the process of upgrading the computers, server room, internet systems have commenced; a fire-safety system installed; and the football ground has been upgraded with a new irrigation facility. As regards SO5, a new department-wise data base of alumni is being developed and the decision to appoint a part-time consultant has been taken.

Challenges posed by the Covid-19 pandemic have impacted the progress. These include the ability to proceed with repairs and infrastructure works during lockdowns; decreased income due to fee concessions on account of Covid-19; students not yet on campus; the loss of some College Faculty including our IQAC coordinator to Covid-19.

File Description	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, service rules and procedures, etc.

Response:

Organisational structure: The College follows the educational directives of the Secretariat of Jesuit Higher Education Association of South Asia based in New Delhi. The College has a defined organisational structure. Critical matters such as drawing Institutional Policies, starting of new Programs, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Governing Board of the Trust and the Governing Council that functions as an executive management body. Approval of planning proposals and greater decentralisation are decided by the same bodies.

At the first level of the organogram stands the Principal assisted by the Vice-Principals (Arts, Science, Self-financed Programs), the Treasurer of the Society (Trust) and the Controller of Examinations who is independently responsible for conducting the end semester examination and declaring the results on time. They take the major decisions and review periodically the implementation of the strategic plan. The IQAC,

chaired by the Principal, is an independent body which works to ensure the quality and excellence in the activities of the College.

At a second level, the Heads of the Department operate as sources of feedback from the staff to the first level and as recipients of the main directives from the first level. The strategic planning of the College is done together by the first and second levels.

The third level is constituted in each of the 14 Departments of the College where there is direct interaction between the staff and students. The Librarian takes responsibility for maintenance and updating of library resources and facilities and the Campus Ministry coordinates counselling and various extension services. The Office Superintendent coordinates the functioning of the administrative staff for work allotted to them. The administrative staff work in different groups according to the duties assigned to them. The College teaching staff manages the grant-in-aid courses, and Management staff manages the self-financed courses. They report to the Principal and to the Treasurer (Society Office), respectively.

Statutory Bodies are formed as per UGC guidelines. Statutory Committees are formed to take care of specific functions independently. All curricular and extra-curricular activities of the College fall under a cell comprising of staff and students from the Core Team. This team is responsible for furthering the specific goal of each of the cells under the larger vision and mission of the College. The Core Team is guided by the Coordinator of the Cultural Committee and reports to the Principal. The participation of the Core Team members in the various committees also acts as a two-way representation, i.e., for the students to address their concerns and represent their suggestions in those bodies; it also ensures that the members carry the vision and mission of these bodies to the student body at large. The two-way process of administration – top to down and down to top creates a collaborative environment. Parents also contribute suggestions through feedback for student progress and institutional development.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for additional information	[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](#)
ERP (Enterprise Resource Planning) Document	[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:

The College gives highest priority to the well being of its staff as is seen in the number of welfare measures which are listed below.

Statutory Welfare Measures

- All staff members are eligible for the Provident Fund scheme as per the statutory regulations.
- Leave
  - The teaching staff members are entitled for vacation leave, casual and sick leave, duty leave, study leave, sabbatical leave and extraordinary leave.
  - The non-teaching staff members are entitled for casual and sick leave, earned leave and extraordinary leave.
  - The female staff members can avail paid maternity leave as per the Maternity Benefit Act.

Infrastructure

- Hygienic working environment, with separate staff washrooms.
- Canteen provides snacks, and meals can be got from the hostel mess.
- Personal email address to all staff members for official communication.

Non-Statutory welfare measures

- Priority is given in admission to the wards of staff members. Appropriate financial support are given to the children of non-teaching staff.

- Recreation and get-togethers –
  - HoDs are invited for a dinner with the Management at the Xavier Residence.
  - The teaching and non-teaching staff members use a Trust-owned holiday villa in Mt. Abu

for their annual outing.
- At Christmas, a common get-together is organized by the College, where the Management invites the staff and their families.
- The Management hosts monthly birthday-celebrations, get-togethers on the feasts of Jesuit saints, and a dinner at the end of the academic year.
- The Jesuit Residence hosts an open house for current and ex-staff members on 1st January.

- Members of the Management visit the families of the staff on social and religious occasions.
- Staff members are awarded a Silver Medal and shawl on completing 25 years of service. Retiring staff members (including sanitation staff) have the honour of hoisting the National Flag on National days.
- Festival allowance is given to the non-teaching staff members during Christmas.
- Appropriate prayer meetings are held in the College on festive occasions and for condolences.

- Financial assistance – salary or temporary advances are given by the College Trust to the economically deserving non-teaching staff members and to the teaching staff members appointed by the Management or those whose initial salaries are pending.
- The Registered Credit Society has given a total loan of Rs 74,05,000/- to around 40 staff members during the last 5 years.

Personal and Professional Development

- Personal study space is provided in the departments for the teaching staff.
- Periodic FDPs and workshops are organized for the teaching staff help their output.
- The annual Staff Research seminar is a platform for the staff to present their research,. The seminar is followed by a fellowship meal.
- Employee of the Year and Researcher of the Year awards are given annually.
- Financial assistance and leave are given to attend summer schools, orientation programs, etc.
- Full-time counsellors are available to help staff members.
- PRERNA - a support program for the College workers helps them stay happy and committed to their work.

File Description	Document
Any additional information	[View Document](#)
Link for 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: 9.7

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
14	6	8	11	2

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: 4.6

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
6	4	3	5	5

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: 41.5

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
34	47	38	42	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	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:

Financial Management and Resource Mobilization

- The Ahmedabad St Xavier's College Society with PAN No. AAATT1702G is a Trust/Society registered under the Bombay Public Trust Act 1950 and the Trust is granted approval U/s. 12AA of the Income Tax Act of 1961 & 80G.
- St. Xavier's College (Autonomous), Ahmedabad, is aided by the Gujarat State Government, the University Grants Commission, and Government agencies funding research.
- The institution has appointed a Chartered Accountant - M A Shah & Co - as external auditor responsible for the audit.
- The external auditor completes the statutory audit of Parent Society (Trust) at the end of the financial Year.
- The Society also runs St. Xavier's Men's Hostel and St. Xavier's Ladies Hostel.
- The Society maintains separate books of accounts of all the units and the activities of all the books of accounts are subject to annual audit by an independent Chartered Accountant. The financial statements are also certified by the Audit Firm and the Audit Reports are issued every year.
- The audited statement is presented to the Trust (Management) at its annual General Body Meeting usually held in September-October. The audited statement needs to be approved by the Trust.
- The President of the Trust, the Jesuit Provincial, during his annual visitation of the Jesuit community (including the College), instructs the Province Treasurer to carry out an Internal audit which includes a scrutiny of accounts, land and bank documents, etc. The observations of the President are communicated to the Jesuit community through an internal document.
- The salary grant of the Teaching and Non-Teaching staff working under the Aided category are released by the State Government.
- The claim bills for the salary grant to the Teaching and Non-Teaching staff are duly verified by the

Secretariat of Higher Education, Gandhinagar. So, the salary grants received by the College under the aided category are pre-audited.

- The UGC accounts are audited and certified by the Chartered Accountant and the Statement of account and Utilisation Certificate are submitted to the funding agencies.
- The Financial Statement of Account comprises salary, fee collection, scholarship. The UGC accounts are submitted every year to the Secretariat of Higher Education, Gandhinagar.
- Various grants such as the Autonomy Grant, CPE Fund, specific UGC grants, DST-FIST grant, DST-SERB, SAC-ISRO and GSBTM grants are audited and incorporated in the Society account.
- The income of the Self-Financed Courses is also audited every year by the Chartered Accountant.
- The scholarships for students are released by the relevant departments after scrutiny. The account under the Scholarship scheme is audited regularly.
- The Accounts of the College have been audited and Audit Reports are issued till 31.03.2020.
- Based on the Audit and Financial Statement of all the units, the Society also files the return of Income in every Assessment Year.
- The Return of Income in respect of the Financial Year 2019-20 has been filed during the Assessment Year 2020-21.
- No Objection was raised by the External Auditor.

File Description	Document
Any additional information	[View Document](#)
Link for 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: 151.76

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
8.235	12.476	11.665	61.34	58.04

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 institution has a multi-layer mechanism to utilize the financial resources for academic and administrative activities.
- The Principal, being the Secretary of the Trust, has financial and administrative powers to effectively manage and utilize the financial resources.
- The Principal, Vice-Principals, and Head of Departments together prepare annual plan and budget and get it approved by the Management Governing Council.
- The Heads of Departments assess the needs of their departments in common sessions and put forward it to the Management.
- The funds received are allocated by the Governing Council and monitored by designated faculty.
- All the purchases are approved by the purchase committee.
- The Principal is accountable for all the financial transactions and the office maintains the accounts files which is made accessible by the accountant.
- The Trust maintains a corpus fund in case of any deficiency in the allocation of needed funds.

Mobilization of Grants

- The institution is vigilant in mobilizing funds from Government schemes, and has received Central Government funds such as the UGC XII Plan, CPE fund, DST/FIST grant, Autonomy Grant, DBT Star College fund and RUSA funds.
- Facility Fees and corpus interest are fully kept for the development of the College.
- Endowment funds were received from alumni and well-wishers for the following needs: Research Awards fund, Prize money funds, poor students fund, Research scholarship fund, Jagrat (ST, SC students) fund, Utcarsh (Divyang/differently abled students) fund, Gold Medal fund.
- Amount of Rs. 50 lakhs was set aside from the Management fund as Gratuity fund for the unaided staff.

Utilization of Funds

- Various government grants are utilized for the purpose for which they were allocated and the expenses are audited.
- Grants from research institutions and funding agencies are given to the College: they are utilized for the purpose for which they are intended for by the respective departments. The College is

responsible for the audit of these accounts.

- Trust funds are utilized for the development of the College, mainly in infrastructure augmentation and maintenance.
- Various activity funds such as prize money fund, Research Awards, and Gold Medals are given once a year and educational help to poor students is given each semester. These funds are utilised only for the purposes for which they are created.
- Funds are also raised for conducting specific activities of the College or of Departments like Culfest or Departmental festivals. Also for specific academic programs like the Summer Programs (Advanced BSc courses) in Physics and in Mathematics.
- Attempts are made to address Environmental concerns by installing 75 KWs of solar panel, greening the campus, waste management, and grey water treatment for watering the ground.

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:

SXCA has maintained the spirit of quality consciousness with the IQAC rallying to internalize quality in every system be it academics, administration, co-curricular, and extracurricular activities. The third cycle of accreditation having coincided with the College being conferred autonomous status the IQAC has maintained the link between all statutory, non-statutory bodies, with an emphasis on documentation and communication. Instrumental in establishing several standard operating procedures to give definitive direction towards quality development, the IQAC has helped in incorporating regular and periodic meetings of Heads, BoS, Academic Council, Governing Council, etc. in the Academic Calendar.

1. **Development of holistic growth programme based on feedback and documentation**

With its mandate of ensuring quality, the IQAC of the College has ensured its constitution as per norms of NAAC. The IQAC and Micro-IQAC have ensured regular meetings. The primary objective has been to

streamline a system of periodic meetings of the Heads of Departments, the BoS, statutory and non-statutory committee meetings with the minutes of these meetings duly uploaded on the website and the timely submission of the AQAR. The annual plan of the IQAC, and the Prospectus, Annual Reports, and Chronicles have been uploaded on the website. The regularity of these meetings has enabled the institution to do a SWOC analysis and take measures to enhance its performance. As an outcome of these systematized meetings, the College initiated new UG and PG programmes, with a well-structured curricular design and implementation. The IQAC has been regular in communicating to departments, the process and need for several activities such as taking structured feedback of the syllabus from all stakeholders and analysing the results and performance of the students. This internal and external reviewing has enabled setting benchmarks. The audits have been encouraging as the College has ensured a consistent place in the top 50 Colleges in the surveys of India Today and The Week. The College has got a ranking in GSIRF 2020 (First in Gujarat) and NIRF 2020 (59th in the country). These rankings have helped sketch out the roadmap for attaining higher quality.

2. Contribution in enriching a research culture in the College

The IQAC's core focus of promoting research has encouraged the Research Committee to define policies including research in the curriculum, thereby, developing an infrastructure for quality research; encouraging faculty participation in seminars/ conferences and publications; and supporting faculty in submission of research projects to various funding agencies (DST, DBT, ISRO and SERB). Several departments have begun to host National Level Seminars/ Conferences. A rise in the quality and quantity of publications is evident.

The efforts have led to:

- Enhanced quality of the annual Staff Research Seminar.
- Research sensitization among staff and students.
- Streamlined student research programme with SOP.
- Establishing research awards and incentives for staff and students.
- Institutionalising in-house research annals.
- Research fund generation especially the DST-FIST grant.
- Total research funds amounting to Rs. 7.25 Crores to various departments.

File Description	Document
Any additional information	[View Document](#)
Link for 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:

1. Contribution towards creation and effective delivery of curriculum

Consistent in its pursuit to enhance quality of education, the IQAC contributed significantly in familiarizing the departments with the guidelines of Autonomy during a workshop on 'Learning Outcome Based Education' in 2014. Two workshops, "Vision building under Autonomy" and "Moving towards a happy niche in Autonomy" were conducted subsequently for both teaching and non-teaching staff to familiarise and internalise the vision of academic autonomy. Departments were encouraged and empowered to exercise the liberty to design curriculum in sync with vision and mission of the College. This endeavour saw the successful launching of new UG and PG programmes.

The IQAC has always considered planning as an essential component to the process of teaching and learning, which would help to keep the focus on students and deliver results. With this in mind, the IQAC first initiated learning-outcome based curricula with definite PO, PSO and CO using revised Bloom's taxonomy clearly written down. Efforts are being made to link questions to learning outcomes. The IQAC then insisted on writing Unitized Teaching Plan for each course. This helped the Faculty to plan with flexible scheduling and learning experiences that provide students with enough time, space, resources, guidance, and feedback for learning.

The IQAC has played a major role in initiating the use of the Learning Management System (LMS) of the College viz. Moodle. In 2018-19, the College saw a major reform in terms of a majority of the Faculty moving out of their comfort zone and coming forward to learn and train themselves in the use of Moodle. The evaluation system was reformed with the second internal assessment being changed to online evaluation mostly through quizzes, MCQs and assignment submission through Moodle. The pandemic led to further effective use of Moodle in the teaching-learning process. Today the students and Faculty of the College, are well-versed with Moodle and use it effectively. The College's adopting ERP has systematized administrative processes including admissions, examinations, attendance, etc.

The IQAC's focus on quality has led to encouraging innovative ways of teaching, and learning has enabled actualizing the conducting of regular academic fests by several departments. It has created a platform for sharing ideas and knowledge, thereby building a healthy competitive spirit and giving an extension to learning beyond the curriculum (Lateral Learning). The practice ensures that students present original ideas and thoughts. Resource persons from institutes of international and national repute are invited for guest lectures and expert talks. These enhance and hones life skills,research skills and builds social responsibilities in students.

The IQAC's workshops for effective teaching and building a cohesive team, has created a conducive environment for student-centric teaching-learning. Regular Faculty development programs with follow up action have been beneficial.

2. Systematic Assessment of the teaching learning outcome facilitated by IQAC

Assessment of the teaching-learning is a continuous process at SXCA with evaluation being based on assessing learning outcomes, acquired knowledge, skill development. This has two components: Formative (Continuous Internal Assessment) and Summative (End Semester Exam) assessments.

The academic calendar is planned such that 50% syllabus is completed by mid-semester and the remaining by the end of the semester. The CIA (30 marks-UG and 40 marks-PG) comprised two internal exams, an assignment/activity and attendance. Faculty have been given the freedom to conduct assignments befitting the requirements of students and subject. Seminars, Group Discussion, Power Point Presentations, Quiz, Snap Test, Viva-Voce, Comprehensions, Problem Solving, Map Reading, Panel Discussion, Field Visits, Essay Writing, Open Book Test, Library Record, Case Study, online test, etc. are various means of evaluation. Transparency is ensured by showing assessed scripts of formative assessment to students and discussing answers to help students to self-evaluate and reset their benchmark.

Every Faculty member is advised to share the Unitized Teaching Plan with students, including the tentative dates for various assessments and activities. Summative assessment having 70% (UG) and 60% (PG) weightage is a defined process. Departments have been conducting internal assessment based on Moodle. Examination reforms such as masking, randomization in seating arrangement and dummy numbering of the scripts are in place to ensure anonymity. To enhance performance, the top three students in each subject are conferred medals. The IQAC has reviewed the assessment process, documented and communicated in appropriate forums as it has also promoted experiential learning.

File Description	Document
Any additional information	View Document
Link for 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

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 vision of St. Xavier's College is to use the vehicle of higher education to mould men and women into realizing the dream of equality, liberty and fraternity. We believe that women's empowerment is vital in achieving gender equity. Our commitment to this vision is reflected in our unbiased recruitment process leading to an appreciable female-male staff ratio and a large number of female staff in the College, some of whom hold key leadership positions like Vice Principal, HoDs and Committee coordinators.

Our efforts at inclusiveness are reflected in our Collegiate Women's Development Cell (CDWC) which includes male committee members and volunteers. The CWDC regularly organizes programs/activities to empower women and sensitize the students/staff on gender issues.

To apply the spirit of gender equality, the rules of the annual cultural and sports festivals mandate at least one female member in every sports team and at least one male member in every dance team.

Facilities for Women on campus:

Counselling: The CWDC is headed by Professors from the Psychology Department with specialization in counselling, who extend their expertise in alleviating various emotional issues of female students/staff members. Additionally, through the Campus ministry, a full-time lady counsellor is made available to attend to the emotional, psychological and related issues of the students and staff.

Grievance Redressal: A grievance appeal committee overseas any grievance of the female staff/students. Either the Principal can be directly approached with the grievance or it can be registered through the College office and library suggestion boxes. The anti-ragging and anti-sexual harassment cells also address grievances of the female staff/students.

Career Counselling: The career cell in collaboration with CWDC, organizes career counselling programs specially designed for female students such as HER-start up.

Safety and Security: To ensure the safety and security of the College students, especially women, security personnel man the College 24/7 and CCTV cameras installed at vantage points across the campus provide round-the-clock surveillance.To prevent unauthorised entry, digitalized ID cards for staff and students are mandatory at the entry points. The attendance of students is recorded in every class and entered in the online attendance portal. Field trips organised by the College are permitted only if a female staff member is accompanying the female students. The College Sick Room (with a bed, first aid kit and medicines for primary treatment) is equipped to provide health care service to students during college hours.

Safety Manuals are included in science laboratory journals, and safety measures like First Aid boxes and fire extinguishers are available in Science laboratories. The Fire-Safety system has been upgraded as per Government norms.

Privacy and Personal Space: The College has a warm and welcoming ladies lounge with comfortable seating, ample desk area and a special toilet for female Divyangjan. The ladies lounge provides female students a space for mutual contact and serves as a changing room for sportswomen and artists. The common staff room has a small enclosure for female staff members.

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: B. 3 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:

- St. Xavier's College is strongly committed to clean, safe, healthy and sustainable environment practices which is reflected in the extensive efforts by the College to reduce, reuse and recycle the

waste.

- Solid Waste Management: The Solid Waste Management system of St. Xavier's College involves all its stakeholders to reduce various kinds of waste generated in the campus through a regular, committed all-inclusive effort. St Xavier's College signed an MoU with Brihati Foundation under a collaborative project for waste management. Under this project, a Waste Audit of the College was undertaken by Brihati Foundation, followed by two training programs on 'Composting wet waste' held for the housekeeping staff of the College, the Hostel Mess and the College Canteen. The College received 31 ORBIN Organic waste recycling bins (compost units, 110 litres capacity each). Solid waste is segregated into degradable and non-degradable waste. Biodegradable waste is converted into solid and liquid manures through ORBIN which is then utilized for the fertilization of the garden soil. Student volunteers under a faculty in charge monitored the whole process. In addition, a 30 x 12ft compost pit is used to degrade other organic wastes.

- All biological sciences laboratories of the College are required to segregate degradable and non-degradable waste for disposal, minimize the use of plastics, ensure safe disposal of hazardous biological materials.

- In the canteen single use plastic disposable cups are replaced with paper cups. Waste collection bins are placed at several convenient and easily accessible locations in and around the campus in accordance with Government of India Swachh Bharat initiatives. Waste collected from these bins is handed over to the municipality waste collector. As a follow up of their 2-day environmental awareness program, NSS volunteers met on Saturdays to make and distribute paper bags to promote a plastic-free campus.

- To reduce paper waste, paperless communication systems have been put in place and participants are encouraged to comply.

- Liquid Waste Management: A Horizontal Flow Filter arrangement with a capacity to recycle 20,000 litre of grey water/day is installed in the College campus. This system treats grey water generated from bathrooms and wash basins of the hostels. The recycled water is channelled into playgrounds for their maintenance. To make judicious use of available water, the College has installed several water sprinklers in the gardens.

- Hazardous Chemicals and Radioactive Waste Management: SXCA is at present, not dealing with hazardous wastes such as medical or radioactive waste. However, chemical and microbial waste is produced during bench work from the laboratories of the Biological Sciences departments of the College. Biodegradable waste is disposed in a compost pit on campus. Non-biodegradable waste is disposed in the collection van of the Ahmedabad Municipal Corporation.

- E-Waste Management: Electronic waste (such as old computers and electronic gadgets) is stored in a room in the College premises. Periodically, the e-waste is sorted into recyclable/reusable and non-recyclable/non-reusable collection which is then either disposed off through an external agency or is reused.

File Description	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: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[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: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are 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: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View 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. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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: A. Any 4 or all 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

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:

- Education is a fundamental right of every individual. St. Xavier's College recognizes that access to quality education is paramount to reducing poverty, improving lives and transforming society; it is a means to achieve equality, justice and empowerment. SXCA's inclusive education ensures uniform learning and teaching opportunities, irrespective of disability, race, language, religion, gender, and economic status. SXCA understands each student's different learning strengths, styles and needs; it values their diverse and unique contribution in the classroom and on the campus where all experience a sense of belonging.

- SXCA has a fair, transparent admission process, based on merit. Being a minority institution in Gujarat, 50% of total UG and PG seats are reserved for Christian minorities. However, the College does provide higher education to students of all castes and creeds, especially those who are socially discriminated.
- SXCA recognizes the role of the teacher in the holistic and effective delivery of resources in an inclusive classroom environment. Hence, consistent efforts are made to upgrade the teachers' skills by providing opportunities for FDPs, capacity building workshops, seminars and meetings.
- Scholarships are available to deserving students without bias. Contributions from the College fund, the staff, and well-wishers also make a positive impact.
- Guidance and orientation during admission by engaging the services of specially trained eager SXCA student volunteers who render help to one and all, especially the differently-abled. They help the applicants choose subjects and fill-up the admission forms. Hand-held by the College, they become role models for their juniors who follow their example the following year.
- With a view to providing inclusive education, SXCA has institutionalised a mechanism to accompany students from disadvantaged groups. The "Prerna" group, comprising the housekeeping, support staff, cooks, helpers, peons, security guards and gardeners of SXCA meets once every 2 months to exchange and share experiences, challenges and ideas. The interaction helps in building rapport. The Academic staff contribute their time and resources to boost their morale in an attempt to bridge the social divide.
- Training programs and workshops organized through "Jagrat" [SC/ST cell] enhance study-skills, leadership and goal setting. They provide career guidance to students from all social strata. A special 100-hour training provided by Tata Consultancy Service (TCS) helps students hone their employability skills. Some of them even end up being selected by TCS.
- Utcarsh and Jagrat students are given a chance to perform at every cultural performance at the College. This helps acquaint students to the rich cultural, linguistic and regional uniqueness of Gujarat and India promoting a healthy awareness and respect for diversity within peer groups.
- SXCA encourages students to volunteer as scribes and readers for the visually challenged. They also extend support to the Ahmedabad Blind People's Association. Celebrations of the 14th All Ahmedabad Utcarsh Day in 2019 saw the participation of 100 visually-challenged students from various cities of Gujarat.
- The SXCA Collegiate Women's Development Cell strives to increase gender awareness through seminars on gender sensitization, activities promoting gender equity and workshops promoting equal opportunity.

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:

SXCA provides education aligned with its mission which is aimed at moulding socially committed people who will reposition themselves as socially responsible citizens.

Today we are conscious of our rights guaranteed by the Constitution; but the duties enshrined therein do not get the same attention. Our institution believes that it should be other way round. To create better citizens and leaders, many initiatives are undertaken by the College. These are enumerated below.

1. The College celebrates all the important National festivals like Independence Day, Republic Day and Gandhi Jayanti with pride and glory. The National Flag is hoisted on Republic Day and Independence Day. The NSS with the Cultural Committee organises these events. Every celebration/event in the College ends with the singing of the National Anthem.

2. To ensure students have strong ethical values and a moral code of conduct, they participate in the orientation program conducted at the beginning of each academic year. Every student undergoes a Personal Growth Oriented Program [PGOP] which is designed to include lessons on moral values, equality and integrity. Courses on the Indian Constitution, Human Rights and Understanding State, Nation, and Religion are offered as optional courses.

3. Through the NSS and NCC, students are encouraged to render service to the Nation in times of need like flood relief as well as during programs to generate awareness related to thalassemia, health and elections. Our NCC cadets have won medals for Best Cadet and represented India at Russia.

4. To develop a scientific temper, undergraduate students are encouraged to take active part in research through a one-year undergraduate research program. Each year, the Research Medal ceremony is organised wherein selected students present their research work and are awarded research medals to inspire them to take up careers in research. Staff members are also encouraged to take up research activities. This has resulted in a sizeable number of publications and grants received regularly.

5. The College has Jagrat and Utcarsh cell to bring under one umbrella students from different socio-economic and cultural backgrounds for training programs and workshops on topics such as study-skills, leadership, goal setting, career guidance, etc. These programs empower students from weaker backgrounds to discover their potential, become confident, and compete with others in both curricular and co-curricular activities. Through the NSS, activities like Holi celebration with HIV positive patients, World Indigenous People's Day and Matrubhasha Divas are also celebrated on campus.

6. To protect and nurture the environment, activities like environment awareness workshops, tree plantation, Green Week celebration and Green Audit are undertaken through Tarumitra and the NSS. Energy conservation is given highest priority and solar energy roof top panels are installed. Efforts are in place to recycle and reuse grey water.

These endeavours by the College, encourage the students to develop a sincere concern for society while building their careers. This can contribute towards the collective well-being of society and the Nation which is also aptly reflected in the College rally cry "Learn and relearn, search and research".

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	[View Document](#)
Any other relevant information	[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](#)

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

Response:

St. Xavier's College strives to create an environment for students to become responsible citizens who have integrity, tolerance and honesty at their core. The campus becomes a platform for students to exhibit their talent during the celebrations of various festivals, thus promoting their holistic development. SXCA commemorates Independence Day, Republic Day and Gandhi Jayanti to evoke pride and patriotism towards the Nation. The NSS, NCC and cultural team come together on Independence Day and Republic Day filling the campus with patriotic colours and nationalism by performing skits, songs, and speeches emphasizing contribution of the youth in nation building. Retiring College faculty, reputable guests or individuals from marginalised groups are invited to hoist the National Flag on Republic Day and Independence Day, along with the NCC march past, and the NSS singing patriotic songs.

Gandhi Jayanti is observed every year with cleanliness drives on and off the campus by student volunteers through Swatchhta Abhiyan (which promotes the Gandhian virtues of truth, non-violence, equality), "Swatchhata hi Seva" and "Shramdan". The NSS volunteers celebrated the 150th Birth Anniversary of

Mahatma Gandhi through a Swatchhta Abhiyan at the Kalupur railway station and popularized cloth bags (in place of plastic bags). This was in line with Gandhiji's quote that "The earth has enough for human needs but not for human greed".

The College Student core team celebrates Teacher's Day every year to commemorate Dr. S. Radhakrishnan's birthday, - a great teacher, visionary and the second President of India - with great fervour by hosting creative programs to felicitate their teachers.

International Yoga Day is observed by the College on 21st June every year to appreciate invaluable gift of ancient Indian tradition. Renowned yoga teachers are invited to perform and teach the technical nuances of yoga to the participants.

International Women's Day is celebrated every year with themes designed to reduce gender discrimination and inequality.

Vishwa Matrubhasha Divas is celebrated to highlight the importance of the mother tongue, especially Gujarati, and the various dialects of Gujarat.

The student Keralite fraternity celebrates Onam every year with fun and fervour by donning traditional attire and creating beautiful floral "rangolis" at the College entrance.

Through a special invitation by the Management, Campus Ministry and student volunteers celebrate Christmas on 23rd December each year with the College staff and their families. Christmas celebrations are held separately for the Utcarsh and Prerna groups. The feasts of the Patron saints of the College, St Ignatius of Loyola and St Francis Xavier, are also celebrated. These celebrations are instrumental in helping the student community develop awareness, respect and understanding of varied traditions, cultural beliefs and customs.

2019 onwards National Statistics day the Statistics Department organised a program inclusive of a guest lecture and a quiz contest open to the students of all colleges of Ahmedabad.

The other events celebrated include Diwali for the visually challenged students, Navratri, International year

of periodic table, World Indigenous People's Day, and World Suicide Eradication week , to name a few.

File Description	Document
Geotagged photographs of some of the events	View 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

1. **Title of the Practice**

Building the Concept of Entrepreneurship through Experiential Learning

- **Objectives of the Practice**
- To enable students to experience how knowledge of a technical skill can be translated into creating products.
- To augment the technical knowledge gained by formal education with entrepreneurship skills.

- To developing management skills like planning, delegation, marketing, decision making, problem solving and communicating.

- To foster diverse thinking, innovation, planning, leadership, taking calculated risks and teamwork among students.

- To provide society with employable individuals, with intelligence quotient, emotional quotient and required skill sets, capable of contributing positively to the economic growth of the nation.
- **The Context**

Vocational Courses do have internships where the students spend a specified time period in an industry or company. This helps them experience the technical working of real industrial units. However, the

internships were difficult to get and also not very fulfilling. We felt that they do not provide students with hands-on experience; students also do not get a chance to develop their technical or managerial skills. To bring these elements of observational and hands-on learning into the Vocational Courses of Biotechnology and Industrial Chemistry, the Management and students decided came up with the idea of beginning a simulated unit within our campus. These training units were designed to empower the students by providing them hands-on experience in managing a small-scale industry. Thus, this experiential learning module was initiated.

- **The Practice**

With the management promising to invest in the infrastructure, the students and the Faculty began working on creating the simulated units. Brainstorming sessions led to the formation of an organogram that ensured every unit's contribution in sustaining the set-ups. The two simulated units, In-Xitu and DEXIC, with their initial infrastructure set up by the College management, are now exclusively operated by students.

The student think-tank spelled out their vision-mission statement, which guides every working batch of students. The students are board members of the simulated unit and divide themselves into different departments like Research and Development, Quality Assurance and Control, Human Resources and Finance, Marketing, Production and Product Designing with a Chief Operating Officer (COO) and a CEO. The organogram enables them to learn the running of a company. The students themselves manage production and product development, research and innovation, finance and budgeting, human resource management and administration, marketing and sales, and quality control and assurance. It is a small-scale, non-profit unit with earnings only for self-sustenance. The units manufacture tissue cultured plants (as gift articles), decorative gel candles, multipurpose soap solutions, liquid toilet cleaner, petroleum jelly and cold cream.

The students are expected to follow the standard operating procedures at all times, especially for accurate handling of instruments and equipment, consumables and resources, and for coordination among different departments. They also learn to maintain records and documents to be audited at the end of their tenure. Every year, the outgoing batch mentors the juniors before handing over the Unit to them. Students also have periodic meetings to evaluate whether their objectives are achieved, and to find possible solutions or alternative strategies if needed.

The evaluation is based on reviews by Faculty as well as peer evaluation. This practice enables every student to recognize his/her strengths and develop entrepreneurial qualities. It emphasizes both technical skills and soft skills as important for growth.

Constraints

The initial setting up of the simulated units was a challenge which was overcome thanks to financial investment by the Management. The necessity of students having to work before and after College hours was a constraint. The continuum can also be affected by college exams. There are also difficulties in handling non-working assets (a few students who shirk responsibilities), but the maturity evolved in other members ensures that the unit progresses. These challenges, however, also contribute to the process of learning.

- **Evidence of Success**

The outcome of these simulated units is that many students have opted for further studies in entrepreneurship and there are success stories of students floating their own small scale industries. Aurelia candles, Liqpro Advance Liquids, Believe Enterprise (MSME Certified), Epiclean, Creative Zone, Joyous Beam Candles are examples of small enterprises that have been launched by students who have been part of these simulated set ups.

Both In-Xitu and DEXIC have been case studies for the Economics and Business students of Marquette University. They have studied these business models and given their recommendations, enabling our students to learn the nuances of business and entrepreneurship.

The day-to-day operations at these units have enabled the students to utilize their technical and scientific knowledge creatively to envision new products.

This indicates that the industrial training units are fine examples of active and experiential learning resulting in successful vocational training. Moreover, this concept syncs with the "Make in India" concept promoted by the Government.

- **Problems Encountered and Resources Required**

The problems encountered:

- Due to academic responsibilities, the students' ability to meet deadlines is compromised.
- The lack of adequate infrastructural facilities, seed-funding, and funds for promotional activities remain limited,.
- Difficulty in procuring good quality raw materials

In addition to the above, the low cost and good quality of the products manufactured in DEXIC and In-Xitu have led to many retailers approaching the College to place large orders. However, these are training units and not registered manufacturing companies; and, therefore, cannot provide goods to local retailers. Hence, revenue generation which can be increased manifold is not being achieved.

This practice encompasses the vision of the institution, as the experience builds capable, social, ethical and economically responsible citizens.

Best practice-2

- **Title of the Practice:**

Extension of classroom learning to constructive learning in order to broaden their horizon

- **Objectives of the Practice**
- To create a platform for developing higher order thinking, sharing ideas, nurturing creativity, thereby building a healthy competitive spirit while extending learning beyond the curriculum (Lateral Learning).

· An experiential learning of event management.

- An experience of seamless learning from the classroom to daily life with an element of fun.
- To sensitize students not only towards technical subjects but also to forgotten cultural treasures (like Sanskrit and Gujarati), thus connecting them to connect with their roots.
- To help students go beyond the boundaries of their own College and reach out to students of other institutes.
- **The Context**

A need was felt to build a constructive atmosphere for education without limiting it to classrooms and labs. Additionally, an opportunity to build the values of volunteerism, nurturing creativity, and creating ideas in students was also required. Thus, the practice of departmental events was initiated in various departments as a method for experiential learning and helping the students to know their standing outside their comfort zone. The events involve many competitions and provide a big platform for learning and communicating subject knowledge. Moreover, these events involve almost all the students of the department and bring a feeling of oneness among them. The events are generally planned and executed by the students. They have to actually understand the nuances of their subjects and allied branches;. This brings fun into learning for the students.

- **The Practice**

The departmental events are interestingly named as "BiocalyX", "Ecofest", "Chem Cho,", etc. These are now annual events marked in the academic calendar of the respective departments. The events are conducted by the students of the department, for students of colleges from across the State.

BiocalyX: A theme which is relevant to the current year is chosen. In the past, BiocalyX has been conducted with the themes of 'Ease the Disease', 'Virus goes Viral', "Personale curatio", Ämazeing Mastishq", etc. Activities such as Bioquiz, Scientific cartooning, Poster presentation, Decode the conundrum are conducted to assess knowledge, originality in thinking, skill and creativity. The practice ensures that the students have a plan, which they execute and which enables them to reach out to students from other institutions. A competitive environment is created by inviting experts in the field to evaluate the various competitions and share their experience and knowledge.

Chem Cho: A working model competition along with games involving chemistry where some very interesting games are designed to be played with periodic table, *chem-hunt* done using chemical clues, *chem charades* a popular game based on laboratory apparatus. Such events ensure that chemistry can be learnt not only with chalk and duster in the classroom but could be imbibed by playing such games.

Ecofest: It is a two-day festival which consists of competitions and games in the area of Economics. All the activities are designed and conducted by the students of St. Xavier's College and students from other colleges across Ahmedabad and Gujarat are invited to participate.

Physics for tomorrow: The advanced Physics (B.Sc) is a three week summer residential program for motivated B.Sc. Students. Along with our College Gujarat Science Academy, Vikram Sarabhai Community Science Centre, PRL, IPR, ISRO join together to conduct this program. Experts from these institutes conduct interactive lectures followed by tutorials where the focus is on problem solving. One of the events students looks forward to includes visits to premier physics research institutes like SAC-ISRO, IPR and PRL etc, which allows students at an early stage in their education to come in contact with scientists who are actively engaged in research. Another fun-filled event conducted under the aegis of the astronomy club of SXCA for participants is Astro night.

Celebration of days: A regular practice is to celebrate days like Sanskrit divas, Matrubhasha divas, Hindi divas, Statistics day. Creative events and high student involvement is the common denominator of all these 'days'.

Along with these certain other events are organized by departments to sensitize students towards preserving our environment by recycling solid waste management, by monitoring air quality, etc.

- **Evidence of success**
- The practice has enthused the students to understand their subject as it entails presenting original ideas/demonstrating working models. Thus, a good learning experience.
- It has enhanced and honed life skills.
- It has built a spirit of volunteerism and helped instil a sense of social responsibility in students.
- It has helped students and staff to go beyond the syllabus and the curriculum.
- Celebrating important days like Matrubhasha divas, Sanskrit divas, has helped our students connect to our roots and rich traditional heritage.
- Students who have done the Advanced Physics program have been selected for M.Sc. and PhD programs at prestigious institutions in India and abroad such as IIT, IISER, Pune University, State University of New York at Stony Brook and University of Kwa-Zulu Natal, S. Africa.
- The success of some departments has encouraged more departments to begin organizing such events.
- **Problems encountered and Resources Required**

The challenge is in having better participation from other colleges in the State. Event funding by Government organizations or sponsorship by private institutions also proves to be a challenge. The events need to become more visible and more efforts are required to create awareness of the programs. Participation from students of other institutions will definitely make it an invigorating environment for exchange of ideas. Good participation also depends on how an event is organized, and though each year the planning and organizational skills have improved, there is always scope for improvement. More departments also need to be encouraged to follow suit.

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:

"Enabling all, specially disadvantaged and marginalised students, to develop their human potential

as God's children and caring for the Earth"

St Xavier's College, Ahmedabad, managed by the Jesuit Fathers of the Gujarat Province, follows the mission of providing access to academic excellence, research, service learning and all round human development to all strata of society with special attention to those deprived, discriminated and marginalised for socio-economic, religious, cultural and gender reasons. The College emphasizes the key value of Jesuit education, i.e. "to educate women and men for and with others". This mission and core value is implemented by adequate policy measures (admission) and practical steps (accompanying protocols) with a view to providing them access, opportunities, handholding and empowerment for excellence.

The process starts at the admission time. Separate counters manned by senior Faculty attend individually to students belonging to SC, ST, OBC, minorities and differently abled groups (*divyangjan*). Suitable information is combined with proactive and encouraging ways to show the students, for example, the opportunities of various science courses. A note is taken to follow them up later during the academic year.

Once admitted, the process of handholding (accompaniment) takes place through various cells/groups catering to the specific needs of various groups. The Campus Ministry cell coordinates, facilitates and ensures collaboration between the various cells shown below:

1. UTCARSH (cell for the Divyangjan)
2. JAGRAT (SC/ST cell)
3. PRERNA (Campus workers)
4. SEVA SUHAS (Christian student's cell)
5. CWDC (Collegiate Women's Development Cell)

Besides these special cells, the Management and Faculty check at various intervals the participation of students coming from these groups in sports and in the cultural and academic activities of the College. In addition, the Campus Ministry team offers special counselling attention to these students. Some of these students staying in the hostel are also accompanied through regular meetings.

All these cells have senior Management, Faculty and student volunteers that manage and participate in all the activities. They ensure that the College Vision and Values are translated into action. The experience of interacting with these marginalized groups sensitizes the students towards social issues and motivates them to become agents of change in society.

The following are the activities of the special cells of the Campus Ministry:

1. **UTCARSH** is a cell for the physically and visually challenged students aiming at the personal growth and integration of these students through a variety of programmes in which other students, including ex-students, participate:

- An official inauguration (Sneh Milan)
- Outreach programs with in-campus NGOs
- Outreach programs with the Blind People's Association
- Seminars on study techniques, stress management, time management and growing together
- Cultural activities during the College Culfest
- The Akhil Ahmedabad UTCARSH Day wherein the differently abled students from different batches attend

- **JAGRAT** is the hand-holding cell for Dalit and Tribal students. The activities of the cell are aimed at developing self-confidence and leadership qualities in these students, many of whom are first generation learners needing greater orientation, motivation and a sense of belonging to the College. The activities of JAGRAT include:
- An inaugural function.
- Workshops on themes like 'Planning and Goal setting', learning styles, study skills, social awareness and analysis, etc.
- Workshops on English speaking, computer training, leadership, etc.
- Motivational talks by eminent persons from the SC/ST communities
- **PRERNA:** All the supporting staff, housekeeping staff, canteen staff, hostel mess staff, helpers and peons of the men's hostels, security guards and gardeners form this group. They are attended by the Campus Ministry. The activities of *Prerna* ensure that the support staff feels motivated, recognized and valued for the service they provide. The major activity of Prerna is a bimonthly get-together wherein a resource person guides them in teamwork, motivation etc. The get-together also serves as a time for relaxation and enjoyment for the group. During the session, the members take time to share their strengths, weaknesses and difficulties faced during work etc. Special celebrations are also held around festivals like Diwali, Christmas and Holi. Prayer meetings are organized for deceased persons/relatives.

- **SEVA SUHAS i**s a Christian student club meant to provide a platform for minority students to have regular prayer meetings, organize events related to social issues, serve the community and celebrate festivals together with a view to promote social harmony. The club provides a great opportunity for the Christian minority students to connect with peers from similar backgrounds and create an environment of teamwork. It helps them to understand their place in society and motivates them to play a constructive role in society despite being a minority. They help spread the value of service and charity among students and staff.

- **Collegiate Women's Development Cell (CWDC):** With a growing awareness of women's dignity and rights and the need to grow in gender sensitivity, the College's CWDC is led by a senior women Faculty and comprises of other women staff and students. It invites men students to participate in its activities like motivational talks, gender sensitivity workshops, etc. It takes up issues affecting women in the College, family, society and even personal or medical life. Women students have a special women's lounge in the College. The College through this cell provides a mental space wherein women students and staff can experience equality, liberty and dignity within the campus.

In addition, education at SXCA aims at making students aware, concerned and committed to the care of the Earth and the preservation of the environment. This is done through workshops on environmental promotion activities in collaboration with NGOs; campaigns for reduction and awareness of plastic; involving students in waste recycling (Orbin) and biodiversity documentation and study; workshops on organic farming; an eco-sensitizing NSS rural camp and an eco-audit of the College. The Campus is green with biodiversity-rich ecological niches, a cactareum, a herberium and a lotus pond.

The activities of these special cells and clubs have become effective means to realize our dream of a

society based on equality and sustainability.

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

5. CONCLUSION

Additional Information :

Initiatives after the 3rd cycle of Accreditation:

- St. Xavier's College was granted Autonomy by the UGC in 2014 making it the first autonomous College under Gujarat University
- Under the autonomous structure, 2 UG and 7 PG programs were initiated during the assessment period
- The autonomy has also resulted in updating of the curriculum of 88% of programs offered, through the BoS established by each department on the basis of stakeholder feedback
- The teaching-learning process has also undergone a major revamp with teachers using Moodle, Power Point presentations, video lectures, Google forms and smart boards
- The Research Committee has been actively involved in promoting research in the College. Staff participation in research has increased thanks to institutional practices like the Staff Research Seminar and the Researcher of the Year Award. Student research has also received a fillip through the UG/PG Student Research Program.
- The students have been supported in their curricular and co-curricular activities by workshops, seminars and expert lectures by speakers from premier institutes; almost 30% of students have participated in collaborative activities like field trips, research projects and internships. The College has also provided facilities for its students to excel in sports.
- The admission, administration and examination process are automated by the implementation of ERP
- The College has established various research laboratories with sophisticated instrumentation facilities with funds provided by CPE-III-UGC, FIST (DST), SAC-ISRO, SERB(DST), TCS and RFBR(DST)
- The College has effectively promoted the research component in extension work through the involvement of senior College faculty coordinating tribal initiatives like Aadi Aushahdi and Aadi Lok and an ecological network – the Gujarat Jesuit Ecology Mission (GJEM), across the State of Gujarat.
- The management and staff have been involved in a joint strategic planning venture which has set the contours for the future development of the College
- The College has consistently ranked among the top colleges in the State/Country in the GSIRF and NIRF rankings.

Th College has always aligned itself with its vision of building a more inclusive and humane society and continued the hand-holding of youth journeying through higher education.

Concluding Remarks :

St. Xavier's College has been consistently pursuing its Mission to provide access to excellence in academics, research and service learning to all strata of society and has been instrumental in providing financial, physical and academic support to the needy staff and students.

The College promotes the acceptance of cultural and ethnic diversity as a richness to be complemented with a promotion of sensitivity to gender and other groups.

The curriculum offered by the College has contributed to the development of students who are sensitive, competent and employable. The learning which takes place, both within and beyond the classroom, attempts

to ingrain in them a value system commonly known as the 'Xavierite spirit'.

The 'Xavierite spirit' is the result of a staff committed to handholding students academically and personally in the pursuit of excellence.

Technology with a 'human face' and accessible to all; the College has effectively promoted the use of technology in the admissions, teaching-learning, administration and examination process. Mentoring, remedial classes, coaching for exams are various support systems available for the accompaniment of students. Constant efforts for promoting research and scientific temper among the staff and students have given us collaborations and MoUs with premier Institutes and Corporate houses. It has also led to development of research infrastructure available to both staff and students.

The leadership and governance in the College has ensured participative management by means of the various committees and has promoted responsible leadership among the staff and students.

The ultimate goal of the College is strive to achieve the right blend between excellence and inclusion, discipline and creativity, competitiveness and compassion, complexity and ingenuity, the nano world and the macro realities, fostering hope and critical approaches, self-development and concern for the common good

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
2	1	0	0	4 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
5	5	3	3	4	
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
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170	104	90	58	104 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
170	104	90	58	119	
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---	 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
1010	980	905	880	765 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
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1010	980	905	875	765

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)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 1303.99 Answer after DVV Verification: 1175.82
2.5.2	**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years** 2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
108	78	72	55	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
108	78	72	55	24

Remark : Observation accepted as per the supporting documents.

3.2.4	**Average percentage of departments having Research projects funded by government and non-government agencies during the last five years** 3.2.4.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification:

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

3.2.4.2. **Number of departments offering academic programes**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	14	14	14	13

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

Lakhs).

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.7	0.94	5.44	2.31	2.40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.8	0.94	5.44	2.31	2.40

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**

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.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	2	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	1	1

Remark : Observation accepted by excluding certificates of appreciation.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
442	298	254	115	101

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
234	190	130	27	25

	Remark : observation accepted as per the supporting documents.
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)** 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** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	5	2	7	9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	6	1	1	3

Remark : Observation accepted as per the supporting documents.

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Observation accepted as per the supporting documents.
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.** 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** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	9	9	21	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	6	8	11	2

	Remark : Observation accepted as per the data template.
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.** 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** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>12</td><td>6</td><td>3</td><td>7</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>6</td><td>4</td><td>3</td><td>5</td><td>5</td></tr></table> Remark : Observation accepted as per the supporting documents.
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)** 6.4.2.1. **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>8.235</td><td>12.476</td><td>5.495</td><td>61.34</td><td>58.04</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>8.235</td><td>12.476</td><td>11.665</td><td>61.34</td><td>58.04</td></tr></table>
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** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of departments offering academic programmes** Answer before DVV Verification : 14 Answer after DVV Verification : 25