



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>St. Xavier's College</b>
• Name of the Head of the institution	<b>Dr. Lancelot Bernard D' Cruz</b>	
• Designation	<b>Principal-in-charge</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone No. of the Principal	<b>07929708056</b>	
• Alternate phone No.		
• Mobile No. (Principal)	<b>9723449209</b>	
• Registered e-mail ID (Principal)	<b>lancy.dacruz@sxca.edu.in</b>	
• Address	<b>P.B. 4168, Navrangpura</b>	
• City/Town	<b>Ahmedabad</b>	
• State/UT	<b>Gujarat</b>	
• Pin Code	<b>380009</b>	
<b>2.Institutional status</b>		
• Autonomous Status (Provide the date of conferment of Autonomy)	<b>19/06/2014</b>	
• Type of Institution	<b>Co-education</b>	
• Location	<b>Urban</b>	

• Financial Status	UGC 2f and 12(B)				
• Name of the IQAC Co-ordinator/Director	Dr. Mallika Sanyal				
• Phone No.	07929708057				
• Mobile No:	9825972775				
• IQAC e-mail ID	iqac@sxca.edu.in				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://sxca.edu.in/wp-content/uploads/2022/05/AQAR-2020-21.pdf">https://sxca.edu.in/wp-content/uploads/2022/05/AQAR-2020-21.pdf</a>				
<b>4.Was the Academic Calendar prepared for that year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://sxca.edu.in/wp-content/uploads/2023/03/Academic-Calendar-21-22.pdf">https://sxca.edu.in/wp-content/uploads/2023/03/Academic-Calendar-21-22.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A+	3.27	2022	28/06/2022	27/06/2027
<b>6.Date of Establishment of IQAC</b>			09/03/2004		
<b>7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?</b>					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Institution	FIST	DST	18/11/2015	9000000	
Institution	CPE III	UGC	06/01/2015	15000000	
<b>8.Provide details regarding the composition of the IQAC:</b>					
• Upload the latest notification regarding the composition of the IQAC by the HEI	<a href="#">View File</a>				
<b>9.No. of IQAC meetings held during the year</b>	1				

<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?</li> </ul>	Yes	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10. Did IQAC receive funding from any funding agency to support its activities during the year?</b>	No	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>Initiated the Graduate Exit survey for better insights on the perception of the graduating students on the quality of the curriculum and opportunities provided for professional development</p>		
<p>Initiated a structured mentoring system to build a strong rapport between the students and the teachers which was of utmost importance especially in the post pandemic era</p>		
<p>In collaboration with the Research committee, became instrumental in the College Management sanctioning seed money for research to the staff</p>		
<p>Participated in NIRF, GSIRF, India Today and The Week rankings</p>		
<p>Successfully completed the NAAC Accreditation process till the pre-qualifier stage</p>		
<b>12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:</b>		

Plan of Action	Achievements/Outcomes
As per the Strategic objective I of the SAP prepared (Deepening and widening the academic structure of SXCA), the College plans to introduce more UG programs as well as more courses for the holistic development of the students	Three UG programs B.Sc. Computer Sciences, B.Sc. Mathematics and B.Com General commenced in 2021-22
The College will be submitting the reports for the extension of autonomy	The Autonomous status extension granted till 2025-26
The SSR submission process and the processes thereafter will be conducted in the coming academic year	The SSR DVV queries were successfully answered and the College pre-qualified in the accreditation process. The PTV scheduled in June 2022
A more structured mentoring system has been planned for the next academic year.	A one-to-one mentoring for each student being done by teachers in all departments
Staff development programs for teaching and administrative staff is also planned	In the post pandemic stage, one program titled: GROW was conducted of the administrative and support staff
The Management has also planned to motivate teachers for research by providing financial incentives	The management has sanctioned research projects of funding 1 Lakh for single discipline and 3 lakhs for multi discipline projects
<b>13. Was the AQAR placed before the statutory body?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14. Was the institutional data submitted to AISHE ?</b>	<b>Yes</b>

- Year

Year	Date of Submission
2023	12/01/2023

### 15. Multidisciplinary / interdisciplinary

It is a mission of SXCA to provide students access to a variety of disciplines, to create opportunities for self-learning, creativity and innovation. To operationalise this, SXCA has taken steps to transform itself into an institution providing holistic, multidisciplinary education. To cite a few examples, SXCA started a BA Honours program in Economics. The course integrates Economics with Mathematics, Statistics, History, human rights and cultural studies. Another example is of the Botany department. The new M.Sc. Botany syllabus has included multidisciplinary subjects like Biochemistry, Cosmetology, traditional methods of integrating knowledge of herbals (AYUSH) and Ethnobotany. The Indian knowledge systems have thus been integrated also into the syllabi. The Institution has granted seed money for the research endeavours by the staff in which a team of researchers who proposes interdisciplinary research will be awarded a grant of Rs three lakhs while individual proposals will only receive only Rs one lakh. This has ignited many staff members to shift towards an interdisciplinary research mindset. One of the projects sanctioned was on Carbon sinks in urban activities influencing climate change and understanding the economic impact of the same through study of selected AMC gardens in Ahmedabad city of Gujarat, which combined Botany with Economics. Besides that, credit courses on Environment education are part of curriculum. The Institution offered a one year research training to undergraduate students where in many projects like evaluation of air quality, preparation of bioplastics, preparation of fertilisers from biodegradable waste are offered. Under the aegis of NSS, CWDC and Campus ministry, many activities which engage the community- like awareness of the pandemic and vaccination in rural areas, visit to an old age home, building shelter for the homeless, etc. were carried out for the holistic development of the students. For intensifying the scope of interdisciplinary the institute gives chances to the interested students to register and take courses in their first and second year as Electives in Science and as Foundation courses in Humanities which are an integral part of the curriculum. This enables the learners to sharpen the domain with specific skills and supports further models of multidisciplinary

skillsets. Details of the program with combinations which integrates humanities with the STEM is the BA Economics Honours program which includes a 4 credit course on Mathematics and Statistics, a 2 credit course on Sanskrit or French, a 2 credit program on Understanding society, a 3 credit course on Colonial history and a 2 credit course on a Computer language - Python.

#### **16.Academic bank of credits (ABC):**

Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e., GU being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2022-23 onwards, SXCA is in the process of uploading students' mark sheets and transcripts through the [nad.digitallocker.gov.in](https://nad.digitallocker.gov.in) platform. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal <https://nad.digitallocker.gov.in> platform and is currently live from academic year 2021 onwards. SXCA follows a choice-based credit system (CBCS) for all its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. SXCA will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. For this purpose, the Institute is in the process of creating a centralized database of the college students. Through this database, the academic credits earned by the student from various courses will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system will be created.

#### **17.Skill development:**

St. Xavier's College has been offering two vocational courses namely Vocational Biotechnology and Vocational Industrial Chemistry as additional credit courses for students of B.Sc. Biochemistry and Chemistry respectively. Two programs namely B.Com (Business Process Services) and MSc. (Big Data Analytics) were specifically designed under a MoU with Tata Consultancy Services to prepare a work force that can manage core business processing and produce skilled data scientists. Additionally soft skill courses and value-based courses imparting Life skills are also offered by the College for undergraduate students as electives or foundation courses. A few examples of which are listed below:

- **Soft skills:** Communication skills, study skills, personality development
- **Universal human values and ethics:** Human society and ethics, Science and society, Ethics and corporate governance
- **Constitutional and citizenship values:** Understanding State-Nation-Religion, Public health, NSS, Human rights, Indian cultural heritage
- **Scientific temper:** Research methodology, logic and analytical reasoning, Nanoscience and Nanotechnology
- **Life skills:** Nutrition, Yoga, Interpersonal skills, Gandhian Entrepreneurship skills

As per the requirements of NEP 2020, the College is advancing towards introducing skill-based courses for all undergraduates under a new credit system in sync with the guidelines of the parent University. The efforts of the College in this direction are enlisted below:

- For B.Com (BPS) and MSc. (Big Data Analytics) under the MoU with Tata Consultancy Services(TCS); lectures are engaged by Specialized Industry Experts from TCS
- The departments of Physics-electronics, Chemistry and Statistics have MoUs with business houses and industrial organizations namely Sutharia Electronics, Association of Chemical Technologies and Cliantha Research Limited. Programs on entrepreneurship, internships, field visits and expert talks by industry veterans are conducted at regular intervals under these MoUs.
- Certificate courses are also offered on Journalism, Counseling, Foreign trade, Statistical Package for Social Sciences, Gardening and horticulture by various departments of the College. These courses have a defined syllabus, including theory and practicals as well as proper evaluation methods.
- With the objective of introducing papers which have greater applicability, the Economics department started an Honors Program in 2022. The program integrates the subject of Economics with subjects in History, Cultural studies, Understanding society, Human rights, Entrepreneurship and e-marketing and also with Mathematics, Statistics and Data analysis and Research skills.

A best practice adopted by the College pertaining to skill development is the Industrial training units (ITUs) operated by the Vocational Biotechnology and Vocational Industrial Chemistry

students. The ITU enables students with technical skills, entrepreneurship skills, and management skills. These ITUs are simulated industries run exclusively by students who 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. These training units empower the students by providing them hands-on experience in managing a small-scale industry. The students are also given grades based on their performance in the ITUs.

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

At St. Xavier's College (Autonomous) Ahmedabad curriculum has wide scope for preservation and promotion of India's cultural wealth through the integration of Indian Knowledge systems particularly through Core, Electives, Soft skills and Foundation courses. 'LMS' is used as an important tool to impart teaching through online mode.

At present the College has a bilingual mode of teaching in Arts subjects mainly in Psychology and Economics. We see opportunities for introducing bridge courses for the other programmes conducted by the College as and when needed. Institute caters to vernacular students by offering graduation in Gujarati-Hindi and Sanskrit.

Some of our faculties have fluency of speaking in other Indian languages such as Malayalam, Marathi, Maravedi, Kachchhi, Bengali, Punjabi etc. Glimpses of these cultures makes their way into the Cultural festival of the College. Faculty are encouraged to support learning the in regional language for a better understanding of the subject by vernacular medium students.

The curriculum has texts that deepen knowledge of the Indian caste and tribal society have been introduced into the Gujarati course. The Sanskrit Department conducts Foundation courses in Indian Philosophy, Indian Epics, Vedas and Upanishadas, Indian culture and Heritage. The Department organizes Vachikam/ Kavya pathan in the classroom even through online mode. Tribal culture related to plants is included into the Botany course including ethnobotanical and traditional uses of plants. Apart of this, an entire paper on Medicinal botany has been introduced with units on Ayurveda, Unani, Sidda, Homeopathy (AYUSH) and Tribal Medicine. The Institute has also initiated Indian art through a Music course open for all students and staff. The Psychology Department offers a foundation Course on Culture and Heritage of Gujarat. Post graduate students



are offered Indian Psychology which includes Sufism, Bhagwat Gita, Buddhism, Indian perspective on extra-sensory perception, Integral Yoga of Sri Aurobindo, etc. Soft skills courses on Stress Management are designed by promoting elements of the Indian tradition like Yoga, meditation and music. Additionally, the English department is offering a course both at UG and PG on "Indian Literature in English" which reflects Indian authors representing Indian elements in English language. Gujarati Garba and Ballad are part of the course with a view to familiarize students with Gujarati Garba culture. The department of Economics proposed a self-finance 4-year Honours Programme in Economics having integration of subjects in history, cultural studies, understanding society.

The College takes pride to have set up cells like 'Jagrat' to take care of the needs of SC and ST students and to promote their culture and ethos. Their Cultural days are celebrated and they also perform at all College festivals so as to bring an awareness and appreciation among the larger student population.

'Aadi Aushadi' is a special organization set up by a faculty of the College from the Botany Department. Several unique tribal medicines and preparations are promoted by this faculty member. A patent on Tribal preparation of 'Madhuca indica ice-cream' has also been obtained.

The Institute has always promoted Indian language, tradition and culture through webinars/seminars/several day celebrations.

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

The IQAC in the College took the initiative to introduce Outcome based education to the departments by conducting a Workshop on 'Learning Outcome Based Education' in 2014. The IQAC then initiated Learning-outcome based curricula with definite PO, PSO and CO using revised Bloom's taxonomy clearly written down. 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 thus offered 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).

A primary method of capturing the results of outcome-based education is by measuring the attainment of learning outcomes in the students. The attainment of POs and COs have been evaluated by comparing the percentage obtained in first semester to the final semester for the same set of students, by the paired t-test. Additionally, the attainment of the program and program specific outcomes is also indirectly mirrored in the student progression and achievements.

A good practice in the College pertaining to Outcome based education is the student-centric teaching-learning activities adopted to attain the intended learning outcomes and engage students in these learning activities through the teaching process. The teachers in the College use modules of experiential learning, participatory learning and problem solving methodologies to a large extent so that students take responsibility for their own learning and develop skills and attitudes such as teamwork and co-operation.

Experiential modules like field visits, internships, and laboratory sessions enable a student to develop structures that connect knowledge to practice

Group discussions, innovative assignments based on surveying or sample collections, poster making on thought provoking subjects are participatory modules that arouse inquisitiveness and intensify clarification of concepts

Problem-solving methodologies like case studies, project-based learning, and group projects on designing structures prepare students to be aware of their own knowledge and provide support for developing skills.

## **20.Distance education/online education:**

In the wake of the COVID-19 pandemic, it became mandatory to conduct online classes for all semesters. The College ensured that all teachers received adequate training to conduct online teaching on various platforms as well as to record and edit videos. The positive aspect of the training imparted to teachers for online teaching in the post-pandemic period is the possibility of offering various courses through open and distance learning mode. Many courses such as Forestry and wildlife, Soil analysis, SPSS, Multimedia, Website development, Windows programming, R-programming, Tissue culture, Counseling Psychology, Banking for BPS which are offered by the departments in the College can be very effortlessly converted into the ODL mode, since the YouTube videos and evaluation methods for many of these courses are already on the College LMS-Moodle.

Additionally, the College has signed an MOU with "Gurjarvani" -a Media center on the campus which has all facilities required for e-content development. The College has also invested in a sophisticated camera for recording lectures. The College has remained abreast with technology and the teachers use a variety of ICT enabled tools for teaching-learning which are mentioned on the website:

<https://sxca.edu.in/campus-life/student-development/ict-facilities/>

In the post-pandemic period, wherein the transition from online to offline has been difficult especially for the students there are many courses wherein teachers have opted for blended mode. The videos are uploaded onto the LMS-Moodle and classroom discussions on the content in the video ensure proper conceptual understanding. Internal exams and assignment submissions are also often conducted online to ease the burden on the students.

A good practice in the context of online education is the College's ability to constructively engage students through online activity. Online education can often get monotonous and the lack of interactive learning can lead to decreased motivation towards the teaching-learning process. So in addition to online teaching, the College has provided ample opportunities for students to showcase their talents through online cultural activities including festival celebrations. Even person growth programs, yoga sessions were conducted online by the College. The intellectual growth offered through online lectures was adequately supplemented by the emotional connect through these online extra-curricular activities. This has ensured the College provides holistic development for the learner which is emphasized in NEP 2020.

## Extended Profile

### 1.Programme

1.1 28

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 2.Student

2.1 3339

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2

1179

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3

3468

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

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 3.Academic

3.1

790

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2

104

Number of full-time teachers during the year:

## Extended Profile

### 1. Programme

1.1 **28**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 2. Student

2.1 **3339**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 **1179**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 **3468**

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

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 3. Academic

3.1 **790**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2	104
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.3	116
Number of sanctioned posts for the year:	
<b>4.Institution</b>	
4.1	580
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	40
Total number of Classrooms and Seminar halls	
4.3	464
Total number of computers on campus for academic purposes	
4.4	377.42
Total expenditure, excluding salary, during the year (INR in Lakhs):	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

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

After the College got the Autonomous status renewed, The IQAC did the redesigning process of curriculum to achieve an outcome-based approach with special emphasis on local, national, regional and global developmental needs, which include content and activities addressing in-depth subject knowledge, research skills, entrepreneurship, employability skills and service learning to foster holistic development of the students, to ensure maximum

attainment of the course outcomes (CO's), programme specific outcomes (PSO's) and programme outcomes (PO's).

The curriculum also offers scope for fostering employability and entrepreneur skills for their own start-ups and businesses through the industrial training units DEXIC and In-XITU run by the students. Department of Computer Science, has started a Coder's Club for tech-savvy students to display and learn coding /designing skills.

In this year, 3 new Programs and few soft skill and foundation courses specifically addressing local, national, regional and global developmental needs have been initiated.

B. Com (General)- To deliver a work force that can manage core business processing to industries including support processes such as accounting, human resources and business management.

BSc Mathematics and BSc Computer Science -Recently, a lot of interest was observed in Computer science which along with Mathematics could act as a base to research.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	<a href="#">Nil</a>

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

16

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

<b>787</b>	
File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	<a href="#">View File</a>
MoUs with relevant organizations for these courses, if any	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

48

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

28

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

## 1.3 - Curriculum Enrichment

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



The curricula of several courses offered by various departments of the college directly integrate ethical values with gender sensitivity and environmental sustainability.

Foundation and elective course related to Environmental Science is offered to all

students (regardless of stream or core discipline) in compliance with UGC guidelines.

Courses of languages (English, Gujarati, Hindi) also play their part in propagating gender sensitivity and human values by incorporating Dalit, Tribal and Feminist literary texts in prose as well as poetry.

Few such examples which integrate these issues in regular UG and PG programme are as below:

Data security, cyber laws, ethical hacking, etc. (Computer Science)

Corporate governance, CSR law, banking ethics (Commerce)

Industry ethics with environmental sustainability (Chemistry)

Environmental biotechnology, public health (Biochemistry-Biotechnology)

Ethical representation and their valid interpretation (Statistics)

Gender discrimination, gender development and gender empowerment

indices, Gandhian economic ideas, environmental economics (Economics)

Professional ethics for counsellors, psychotherapists, Researcher and laboratory psychologist (Psychology)

Ecology, Biodiversity in Plants and environment (Botany)

Upanishads promote ethical values and gender sensitivity by Kumarsambhav ,Abhignaan Shakuntalam, Swapnavaswadattam etc. (Sanskrit)

Thus, all the programmes offered by the College have at least one course that integrates issues relevant to Professional Ethics/ Gender / Human values / Environment and Sustainability.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	<a href="#">View File</a>
Any additional information	No File Uploaded

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

0

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	No File Uploaded
Any additional information	No File Uploaded

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

0

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	No File Uploaded

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

341

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.4 - Feedback System

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

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Feedback-Analysis.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Feedback-Analysis.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.4.2 - The feedback system of the Institution comprises the following**

B. Feedback collected, analysed and action taken

File Description	Documents
Provide URL for stakeholders' feedback report	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Feedback-Forms.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Feedback-Forms.pdf</a>
Any additional information	<a href="#">View File</a>

TEACHING-LEARNING AND EVALUATION	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of Students</b>	
<b>2.1.1.1 - Number of students admitted (year-wise) during the year</b>	
1287	
File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)</b>	
508	
File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>
<b>2.2 - Catering to Student Diversity</b>	
2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.	
<p>In the year 21-22, the odd semester was 90% online while the even semester was in a blended mode. The College continued with its methodologies to support slow learners. The strategies adopted by the Departments were:</p> <ul style="list-style-type: none"> <li>• Class-wise WhatsApp groups wherein students could contact teachers as well as peers</li> <li>• Structured mentoring which helped teachers to get through to the students</li> <li>• Extra assignments, notes were provided to slow learners</li> <li>• Bridge courses were organized for some programs</li> </ul> <p>For advanced learners the departments organized the following programs:</p> <ul style="list-style-type: none"> <li>• Online coaching sessions for entrance exams which were</li> </ul>	

conducted by a few departments

- Expert lectures, seminars and webinars were conducted to motivate advanced learners
- Workshops on Problem-solving skills and camps to enhance other skills (subject-wise) were conducted.

In addition to special programs, the students (both slow and advanced learners) were motivated to showcase their skills and talents through online activities like the Annual cultural fest and other celebrations.

The College continued with its own format of taking 'Assignment plus Viva' online examinations where 'disadvantaged' students were given adequate time to present their learnings. Linked to the LMS Moodle system, this system served as a great leveller in assessing the learning levels of all students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
21/02/2023	3339	98

File Description	Documents
Upload any additional information	<a href="#">View File</a>

### 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:

The faculties adopted many student-centric methods during the academic year 21-22, for both online and offline modes of teaching. Some of these methods are discussed below:

**Experiential Learning methods: Despite teaching being online**

during the odd semester, the students attended laboratory sessions under strict COVID protocol for all departments in the College. Internships and industrial trainings were conducted for all programs as required in the curriculum. The UG research program and field visits were also carried out by some departments. Seminars, workshops and webinars were also organized to add to the experiential learning modules

Participative learning methods: Participatory modules adopted in 21-22 included:

- Group discussions
- Poster-making
- Self-video presentations on various topics
- Innovative assignments based on sample collections, analysis and report writing for the same

Problem-based learning methods: Case study was used by the Biochemistry, Commerce and Big data analytics as a problem-based learning method. Problem-based projects were also assigned to students in Biochemistry & Biotechnology Department in this module

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Student-centric-final-21-22.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Student-centric-final-21-22.pdf</a>

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

To improve engagement and retention of knowledge for today's technology savvy generation, it is imperative that teachers use ICT tools for effective teaching-learning. The College has been proactive in the use of ICT enabled tools as discussed below:

- The institutional email provided through the G-suite account was used by teachers for organizing Google Meets which could be recorded and uploaded to the LMS-Moodle for future reference. The Google Meet was used for recording viva voce examinations.
- Learning Management Software (LMS) Moodle has been used for teaching-learning and evaluation.
- Google forms have been used to get feedback and for

## mentoring

- Most of the teachers have their own YouTube channels and all activities like the orientation program, valedictory functions are broadcast through the College YouTube channel
- Class-wise and subject-wise WhatsApp groups have been effectively used.
- Students are encouraged to enrol for Swayam through two senior professors.
- 20 classrooms have projectors fixed; 8 mobile projectors and 4 smartboards are also available.
- 7 classrooms are LAN connected and the remaining are Wi-fi enabled. A state-of-art Conference facility has been set-up with the generous support of Tata Consultancy Services.
- By subscribing to Inflightnet (N-list), the Faculty is able to access a lot of online material

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="https://sxca.edu.in/campus-life/student-development/ict-facilities/">https://sxca.edu.in/campus-life/student-development/ict-facilities/</a>
Upload any additional information	<a href="#">View File</a>

**2.3.3 - Ratio of students to mentor for academic and other related issues****2.3.3.1 - Number of mentors**

91

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

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

For the year 21-22, the Academic Calendar was 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. The Academic Calendar ensured the stipulated teaching days, the annual cultural fest as well as meetings of the statutory bodies in the College. It is then presented to the Academic Council for its inputs and subsequently to the Governing Body.

The calendar is made available in the College Prospectus and on the website as a ready reference for students and parents. Even though in the previous years, adherence to the Academic calendar was difficult due to COVID-19, in 21-22 the College could adhere to the academic calendar and finish the academic session as planned.

Each faculty either uploads their teaching plan onto the LMS-Moodle or displays them during the teaching session. Periodic meetings with the Heads of the Departments, various statutory and non-statutory bodies help the Principal ensure that the College adheres to the proposed Academic Calendar and the course work is completed as per the proposed plan. The HoDs also meet their staff and monitor the implementation of the UTP.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

98

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

76



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

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

1333

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 2.5 - Evaluation Process and Reforms

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

18.6

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

53

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

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

In the AY 21-22, the odd semester was mostly conducted online, while the even semester was more blended, eventually leading to the complete normal functioning of the College.

**Examination procedure:** For the external examination, the College adopted two different patterns for the odd semester for both theory and practical papers:

- Assignment uploaded on Moodle with submission on same day; followed by a viva voce examination on Google Meet
- Multiple Choice Questions examination on Moodle

In the even semester, semester exams were conducted in the offline mode for the final year and second semester students. For the smooth transition from online to offline, the internal exams were conducted offline. The question paper pattern was changed and more choices were provided to the students; the time was decreased from 3 hours to 2.5 hours.

**Processes integrating IT:** All examination processes like notices, fees payment, remuneration of exam were done through the College ERP

**Continuous Internal Assessment pattern:**

In view of COVID-19, no separate marks were allocated for attendance. The internal examinations were conducted by individual departments by adopting different methods like proctored class tests, multiple choice tests, seminars, projects, etc for internal evaluation.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 2.6 - Student Performance and Learning Outcomes

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

The College has clearly stated Program outcomes (POs), Program specific outcomes (PSOs) and course outcomes (Cos) for all programs and courses offered. The course outcomes designed were based on the following criteria:

- Attainment of conceptual knowledge
- Attainment of problem-solving, communication, research, entrepreneurship, and other relevant skills
- Attainment of values such as concern for the environment, concern for the society and strong ethical beliefs

The course outcomes were designed to sync with the program specific outcomes and program outcomes as well as the Mission and Vision of the College.

The mechanism of communication of COs, PSOs and POs to teachers and students are:

- The COs, PSOs and POs of all programs are displayed with the syllabus on the website
- They are communicated to the students by the teachers verbally during classroom teaching
- The learning outcomes are also provided in the syllabus copies provided to teachers

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	No File Uploaded
Upload any additional information	No File Uploaded
Link for additional Information	<a href="https://sxca.edu.in/academics/syllabi/">https://sxca.edu.in/academics/syllabi/</a>

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

The attainment of POs and COs have been evaluated by comparing the percentage obtained in the first semester to the final semester for the same set of students, by the paired t-test. The calculated t value is greater than the critical t value for 11 UG programs and 3 PG programs: indicating a significant difference between the learning levels on moving from the first semester to the final semester. The slight decline in the 5 UG and 6 PG program can be attributed to the global problem of learning loss in the pandemic period and inadequate capacity to cope with the shift from online to offline for some students.

Indirect measurements of the POs and COs can also be by evaluating the student achievements in extra-curricular, co-curricular and sporting events as well as student contributions in extension activities of the Campus ministry, NSS and CWDC. Both these are a direct measure of the attainment of program outcomes of "Holistic empowerment through education".

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/UG-PG-Course-attainment.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/UG-PG-Course-attainment.pdf</a>

## 2.6.3 - Pass Percentage of students

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

1056

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Annual-Report-of-Examinations-21-22-Final.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Annual-Report-of-Examinations-21-22-Final.pdf</a>

## 2.7 - Student Satisfaction Survey

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

<https://sxca.edu.in/wp-content/uploads/2023/02/Students-satisfaction-survey-21-22.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

Research at Xavier's has reached new heights with the integration of research modules and dissertation projects into the curriculum. Moreover, selected UG and PG students are chosen for a special research programme.

Under the Autonomous System, the Research Committee is responsible for research activities, including approving projects, developing infrastructure, and allocating budgetary outlays, details of which are available in the Prospectus and on the Website. A Dean of Research has been appointed for the promotion of research in the Institute. The Institution has initiated a scheme to provide seed money for staff Research. 12 Staff Research projects were sanctioned which are aligned with areas recommended by NEP 2020.

The commitment of the Institution to research is exemplified by the 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. Moreover, several of our

faculty have had their work published in journals of repute. The Institute has awarded 74 Scholarships and medals to students for excellence in their respected field. Similarly 4 faculty members were given 'Research of the Year' awards for their contribution to interdisciplinary research.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://sxca.edu.in/research-and-extension/">https://sxca.edu.in/research-and-extension/</a>
Any additional information	<a href="#">View File</a>

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

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

16

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	<a href="#">View File</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

0

File Description	Documents
e-copies of the award letters of the teachers	No File Uploaded
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.2 - Resource Mobilization for Research

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

286.45

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	<a href="#">View File</a>
List of projects and grant details	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 3.2.2 - Number of teachers having research projects during the year

04

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/3.2.2.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/3.2.2.pdf</a>
List of research projects during the year	<a href="#">View File</a>

#### 3.2.3 - Number of teachers recognised as research guides

11

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>

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

02

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
Paste link to funding agencies' website	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/weblink.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/weblink.pdf</a>
Any additional information	<a href="#">View File</a>

### 3.3 - Innovation Ecosystem

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

St. Xavier's College was the first in the city to have conceptualized cultural festivals which later led to the holding of Vigyanotsav, Xenfest, etc. Departments annually organize National Conferences/ Seminars/ State Level Competitions such as Cognizance, Biocalyx, Chem Cho, Advance Physics Program, etc.

Starting of Vocational Programs has led to establishing simulated entrepreneurship training units. Students of Vocational Biotechnology focus on product development using plant tissue culture (PTC) through Xitu, whose services comprise Green gifts (micro propagated foliage plants for desktops) and conducting of workshops on PTC, microbiology and instrumentation.

Vocational Industrial Chemistry has established DEXIC where students of all three years run a unit producing products from glass tubes to detergents, petroleum jelly, decorative candles and "diyas". Aurelia candles, Liqpro Advance Liquids, Believe Enterprise (MSME Certified), Epiclean, Creative Zone, Joyous Beam



Candles are examples of enterprises that have been launched by students.

The College attempts to infuse a research culture by permitting students to design experiments, analyze and interpret data, present findings in conferences and even publish their work. Several departments collaborate with premier institutes in Ahmedabad. Mentoring by experts from these institutions has been the fulcrum of the success of these projects.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/3.3.1-Additional-Information.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/3.3.1-Additional-Information.pdf</a>

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

27

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4 - Research Publications and Awards

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

**A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

#### 3.4.2.1 - Number of PhD students registered during the year

5

File Description	Documents
URL to the research page on HEI website	<a href="https://sxca.edu.in/research-and-extension/">https://sxca.edu.in/research-and-extension/</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

100

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

16

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/3.4.4.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/3.4.4.pdf</a>

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

#### 3.4.5.1 - Total number of Citations in Scopus during the year

223

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

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

#### 3.4.6.1 - h-index of Scopus during the year

08

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.5 - Consultancy

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

0.7749

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View File</a>
List of consultants and revenue generated by them	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View File</a>
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View File</a>
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	<a href="#">View File</a>

### 3.6 - Extension Activities

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

In keeping with our vision of "Creating men and women for others", we have a long history of reaching out to the needy and of empowering vulnerable groups. The extension activities include:

1. Connecting our students with children of nearby slums, orphanages, old age homes, etc. through networking with NGOs like Blind People's Association, Vastrapur, Rahelba old age home etc.
2. Programs include: a street play on importance of Vaccination during Pandemic; conclave on 'Leadership and professional

development'; workshops on Save birds, breaking the silence of depression, Women's empowerment, Gender equality and sensitivity; outreach activities: through Viranjali, Nanhe Kadam,

3. Campus Ministry also attends to a group named "Prerna" comprising the support and housekeeping staff . During the pandemic special care was taken of this group.

Some examples of the promotion of research through extension work are:

1. An MoU with Zydus School for Excellence, Ahmedabad enabled our BSc students to serve as 'science teacher interns'.
2. SXCA has MoUs with IPR, SAC and ISRO where students get to actually work on contemporary research topics. 40 students were involved in doing a 360 degree evaluation of the air quality over Ahmedabad and Gandhinagar through SAFAR.
3. Faculty engage themselves in extension activities in areas of their expertise like BioCalyX, Cognisance.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/3.6.1-Additional-Information.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/3.6.1-Additional-Information.pdf</a>

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

12

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

12

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

255

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**3.7 - Collaboration**

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

328

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

09

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

SXCA has adequate infrastructure in place to support efficient teaching and learning. For optimal use, infrastructure facilities undergo periodic maintenance and upgrades. 35 WiFi-enabled classrooms with good ventilation are provided, and 60% of them have LCD projectors. Various departments have access to eight portable projectors. Auditoriums: For various academic activities, there are three auditoriums (the Herbert D'Souza Hall, the Computer Science Auditorium, and the Siddharth Assembly Hall), two seminar halls (the AV room with a smart board and the Physics PG laboratory/seminar hall), a conference room, and an outdoor theatre. Laboratories: Domain specific laboratories are available which are upgraded on need basis and whenever a new program is introduced. Maintenance of all equipment is carried out on a regular basis. Computer Laboratories with a sufficient number of computers are available. Others: DST-funded laboratories along with six other laboratories are available for staff and students to carry out research. The Botany Department maintains a herbarium.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

Thus the college has adequate facilities to organise various athletic and sports games , literary and cultural events. Despite being in the centre of a city, the College provides enough of room for sporting events. There are two tennis courts, a paleta court, a basketball court, a room for table tennis and chess, an indoor and outdoor gymnasium, and fields for football, hockey, volleyball, athletics, kho kho, kabaddi and cricket. Football competitions and sports festivals are often held at the College. The entire equipment of the gymnasium is routinely maintained. Among the facilities are the 1000-seater Siddharth Assembly Hall, the 1000-seaert Open Air Theatre, the adjacent lawns, an audio-visual room, the Computer Sciences (XICA) hall, and the 250-seater Herbert De Souza Hall. Students hold practice sessions and discussions in the Old Library. During the Pandemic, the College signed a collaboration agreement with " Gurjarvani," a media centre on campus. We also have a, LMS MOODLE, and the College Youtube channel which were also successfully employed to facilitate cultural programmes and other activities online. Thus, the College has the necessary resources to host a variety of sporting events, literary readings, and cultural gatherings.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

40

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

38.94



File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The Library at SXCA is fully automated with SOUL 3.0 software. The students can access information of issue and return of books through the WEBOPAC link provided in the computer terminals of the library. Records of the issue and return of books are also maintained through SOUL. SOUL 3.0 also enables cataloguing of electronic resources such as e-journals, e-books, etc. To enrich the learning resources NLIST - Local guru database is uploaded on 17 computer terminals. In this academic year, a total of 401 books were added. Certain books were also purchased from the fees of the self-financed courses run by the College. Since the library remained closed (during most of the time period) due to the ongoing pandemic, students were encouraged to make use of NLIST. All students are enrolled in NLIST. The library also has browsing centres, a reading room for students and special cabins for staff members to read. It has a separate section for reference books as well. Besides the central library, departments which run PG courses have their own libraries. Name of the ILMS software : SOUL Nature of automation: Full Version : 3.0 Year of automation: 2006 Year of upgradation: 2018 & 2021

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.2.2 - Institution has access to the following:  
e-journals e-ShodhSindhu Shodhganga  
Membership e-books Databases Remote  
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

6.19

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

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

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

0

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 4.3 - IT Infrastructure

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

SXCA offers adequate IT infrastructure which includes super computers, computers, servers, software, internet access, Wi-Fi enabled campus, a learning management system and SOUL software at the library. The SXCA IT policy has been made with a view to achieving the following objectives: 1. To establish processes for maintenance and regular update of the IT resources and facilities available with the College 2. Effective use of Learning Management System MOODLE to offer blended mode of teaching 3. To make use of

the ERP system to facilitate online admissions, examinations and fees payment. The ERP also brings transparency and ease of administration. 4. To provide Internet access through LAN and Wi-Fi to all the computers. 5. To automate the library with SOUL software. The College has a specific team, responsible for planning, projecting improvement and maintenance of IT infrastructure and to ensure its uninterrupted delivery. The Institute has also an IT Maintenance Manager employed by the Management. The College also has a website which is regularly updated, and personal Institutional e-mail IDs are used for general communication.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4439	464

File Description	Documents
Upload any additional information	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

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

135.21

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

SXCA's mechanisms for maintenance and up gradation of the physical infrastructure, academic and sport facilities, and equipment's are as under: The physical infrastructure facilities of the College are maintained by the Estate Manager and his team which includes: Electrician, Gas Mechanic, Hardware Engineer, Housekeeping Contractor, and others.

For the academic facilities every department maintains stock registers for keeping the list of chemicals, glassware, equipment, and other instruments used in laboratory. Physical verification of laboratory equipment and machines is carried out time to time by the faculty in charge and laboratory technicians. The minor faults of laboratory equipment are attended and repaired by the hired technician.

For computers stock register is maintained by the store keeper. Maintenance and upgradation are done at the department level. Projectors in various classrooms are maintained, repaired, and replaced by the estate manager.

The Central Library of the College, housed in a new building and

automated/

Maintenance of the server, network, systems and software is outsourced.

The College has installed Cyberoam Firewall for cyber security

The Estate Manager with a team of workers looks after the maintenance of the College sports grounds.

The gas mechanic ensures and takes the necessary measures for fire safety.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

349

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

56

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

<p><b>5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology</b></p>	<p><b>A. All of the above</b></p>								
<table border="1"> <thead> <tr> <th data-bbox="86 486 539 551">File Description</th> <th data-bbox="539 486 1436 551">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 551 539 741">Link to Institutional website</td> <td data-bbox="539 551 1436 741"><a href="https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/">https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/</a></td> </tr> <tr> <td data-bbox="86 741 539 842">Details of capability development and schemes</td> <td data-bbox="539 741 1436 842"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 842 539 909">Any additional information</td> <td data-bbox="539 842 1436 909"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Link to Institutional website	<a href="https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/">https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/</a>	Details of capability development and schemes	<a href="#">View File</a>	Any additional information	<a href="#">View File</a>	
File Description	Documents								
Link to Institutional website	<a href="https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/">https://sxca.edu.in/campus-life/student-development/capacity-building-and-skill-enhancement/</a>								
Details of capability development and schemes	<a href="#">View File</a>								
Any additional information	<a href="#">View File</a>								
<p><b>5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year</b></p>									
<p><b>557</b></p>									
<table border="1"> <thead> <tr> <th data-bbox="86 1124 539 1189">File Description</th> <th data-bbox="539 1124 1436 1189">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1189 539 1245">Any additional information</td> <td data-bbox="539 1189 1436 1245"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1245 539 1458">Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)</td> <td data-bbox="539 1245 1436 1458"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Any additional information	<a href="#">View File</a>	Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>			
File Description	Documents								
Any additional information	<a href="#">View File</a>								
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>								
<p><b>5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees</b></p>	<p><b>A. All of the above</b></p>								

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 5.2 - Student Progression

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

27

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of outgoing students progressing to higher education

247

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
Any additional information	No File Uploaded

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

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

99

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

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

11

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

St. Xavier's College forms a student body known as the Student Council. The Council members are selected through personal interviews after reviewing their academic records, discipline, attendance, leadership skills and involvement in extra-curricular and/or co-curricular activities. Due to the pandemic the selection process was done online through a Google form placed on the College website.

The Council includes representatives from the NSS, Cultural Committee, Utkarsh (Cell for differently abled), CWDC, Jagrat (SC/ST cell) and Board of Studies.

The role of the Student Council is to enhance communication between students, management and staff. The Council members in the various committees also act as a two-way representation, i.e., by involving students in meaningful purpose-oriented activities and by honestly reflecting and interpreting the student view-point and engaging them in various activities. The Council provides a platform to develop leadership skills at a young age.

Some of the programs organized by the Council for the current year



are as follows: Orientation Program, Udbhav (CulFest 2022), Celebration of National days under the heading "75 years of Azadi Ka Amrit Mahotsav".

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

23

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

### 5.4 - Alumni Engagement

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

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, due to outbreak of Covid -19 Pandemic, alumni engagement through physical mode was not possible, department of Chemistry managed a small gathering in year 2022.

The following activities continued in the academic year:

- 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 College LMS-Moodle platform has been developed and is maintained by an alumnus through his software consultancy company - iConneXions LLP.

- B-Herald Newsletter publication is handled by Alumni of Biotechnology and Biochemistry Departments.
- Landscaping and Gardening of the College campus is continued by Ms. Ayushi Maheshwari, an Alumna of the Botany Department.
- Guest lectures on capacity building were organised by the departments of Botany, Mathematics, Statistics and Zoology.
- A special session on Career guidance was arranged by the Department of Statistics

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://sxca.edu.in/alumni/">https://sxca.edu.in/alumni/</a>

#### 5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

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

St. Xavier's College's vision and mission aims at building a more humane society by accompanying youth, empowering them with multidisciplinary knowledge, inspiring them to become more sensitive to the marginalised, to the environment, and ensuring equal opportunity for all.

In Governance, The Governing Council (GC) comprising of the Jesuits working in the College ensures that the policies and practices of the College are faithful to its vision and mission. During the Pandemic, the GC has provided its strong support to all staff and students. Many pandemic-related soft skill and foundation courses were introduced which help students manage academics, their cyber behaviour and their relationships. Needy students were provided with partial or full fee reduction.

Faculty members continue to play important roles in the College as

Vice-Principal, Controller of Examinations, IQAC Coordinator, members of the Academic Council, IQAC, Research Committee, Disciplinary Committee, etc. The examination pattern was reformed in the internal examinations ; departments were given freedom to adopt different methods like proctored class tests, multiple choice tests, seminars, projects,

For Perspective plans, the College has, with the help of various Head of the Departments and Co-ordinators put up action plan for five years , named SAP 2020-2025.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://sxca.edu.in/about-us/">https://sxca.edu.in/about-us/</a>

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

SXCA has always promoted an integral and humanistic model of education through a decentralized and participative mode of functioning. The appropriate case study is as follows:

Examination reform during online education and the smooth transition from online to offline:

Students had been exposed to offline learning over a long period of time due to the pandemic. While the system had benefits, it also had deficiencies. Students were deprived of writing practise; there were no practicals; monitoring was difficult.

With the return to the offline mode, it was necessary to ensure that these deficiencies were gently yet effectively rectified.

Examination procedure: For the external examination, the College adopted two different patterns for the odd semester for both theory and practicals :

? Assignment uploaded on Moodle with submission on same day; followed by a viva voce examination on Google Meet

? Multiple choice examination on Moodle.

In the even semester, semester exams were conducted in the offline

mode for the final year and second semester students. For the smooth transition from online to offline, the internal exams were conducted offline. The question paper pattern was changed and more choices to facilitate the students were provided as per the new pattern as well as the time was decreased 3 hours to 2.5hours.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

## 6.2 - Strategy Development and Deployment

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

The College has formed the Strategic Action Plan (SAP) for five years (2020-2025) and began its implementation from the academic year 2019-20. The plan was envisaged with the following objectives in mind. They are (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.

**Practice Implemented:** Deepen and widen the academic structure of SXCA.

The College introduced B. Com general, B.Sc. Mathematics and B. Sc. Computer science. Several multidisciplinary and skill-based courses were introduced for the benefit of students of all streams. They were technical courses like Writing skills, making effective presentations, managing conflicts, selling professional services and negotiation skills etc.

During the year, the College also took steps towards introducing a new self-financed programme- a BA degree with honours in Economics keeping in mind the NEP 2020. The syllabus was proposed in respective BoS and was approved. The course attracted a good number of students.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

**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, 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. The Principal is assisted by the Vice-Principals, the Treasurer of the Society (Trust) and the COE who is independently responsible for conducting the ESE. 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. 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. To promote research activities in the College and to formalise the management supported research grant, a new post of dean of research was created.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://sxca.edu.in/about-us/organogram/">https://sxca.edu.in/about-us/organogram/</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Office-Orders-SXC.pdf.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Office-Orders-SXC.pdf.pdf</a>

<b>6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination</b>	<b>A. All of the above</b>
<b>File Description</b>	<b>Documents</b>
ERP (Enterprise Resource Planning) Documen	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>
<b>6.3 - Faculty Empowerment Strategies</b>	
6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression	
<p>The College has undertaken a plethora of welfare development and training initiatives over the years.</p> <ul style="list-style-type: none"> <li>• The Institute encourages teaching and non-teaching staff to participate in seminars, conferences and FDPs for their continuous development. Duty leaves and financial assistant are provided by the Institution for the same. All teaching staff members are given vacation leave, casual and sick leave, duty leave, study leave, sabbatical leave, and extraordinary leave as per the Government laws. This year the College has also organised an FDP for non-teaching staff to upgrade knowledge and interpersonal skills. Keeping in mind the pandemic, all the staff members were granted 7 days leave for COVID as per the Government norms on the need basis.</li> <li>• The College has registered a credit society for the staff. The Registered Credit Society has given a total loan of Rs 13.40 lakhs /- to around 5 staff members during the financial year 2021-2022 at a minimal interest.</li> <li>• To motivate teachers to pursue research, a scheme for providing seed money for the minor research grant is been finalised and executed this year.</li> <li>• A full-time counsellor is available to help staff members.</li> </ul>	

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/List-of-staff-members-completing-25-years-of-service.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/List-of-staff-members-completing-25-years-of-service.pdf</a>

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

4

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

2

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

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

24

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

##### 6.4.1 - Institution conducts internal and external financial audits regularly

The College financial management is transparent and honest at its best. ? 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. ? 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. The external audit is done on an annual basis by a chartered accountant to verify and certify that all the financial transactions that took place in the College are in accordance with the norms and are fully supported by valid documents. The financial statements are also certified by the Audit Firm and the Audit Reports are issued. ? The salary grant of all the staffworking 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. ? Various grants received fomr the governmentare audited and incorporated into the Society account.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Audit-Report-2021-2022.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Audit-Report-2021-2022.pdf</a>

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

18.38



File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

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

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 the annual plan and budget and get it approved by the Management Governing Council. Mobilization of Grants: The income received were through the donations from individual philanthropists, tuition fees collected form self-finance courses, hostel fees, UGC grants, corpus interest and through DST funded research projects. The institution is vigilant in mobilizing funds from Government schemes, and Facility Fee, tuition fees and corpus interest are fully kept for the development of the College 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.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Budget-allocation-for-infrstructure-augmentation.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Budget-allocation-for-infrstructure-augmentation.pdf</a>

### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing

quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) has made significant contributions in institutionalizing various quality strategies in different spheres of the College. The team members of the IQAC meet frequently and suggest various quality initiatives to the Principal.

The two practices that have been institutionalised as a result of IQAC initiatives are:

#### 1. Graduate Exit Survey

In 21-22, IQAC initiated the Graduate Student Exit Survey to collect feedback from graduating UG and PG students. The survey focused on the perception of the graduating students on the quality of the curriculum and opportunities provided for professional development. Additionally, it also focused on the adequacy of infrastructure and other facilities in the College.

The feedback provided valuable insights which can be used for further improvement in all facets of the College. In addition, exit surveys offer the College the way to remain in touch with them as alumni.

#### 1. Seed Money Proposal SOP and Guidelines

The IQAC, based on the metrics filled during the NAAC SSR (4th Cycle) recommended to the College management to initiate seed money for research to the faculty members. The request was supported by the Research Committee and implemented by the College management in the AY 21-22.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Guidelines-1.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Guidelines-1.pdf</a>

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of

operation and learning outcomes at periodic intervals through its IQAC as per norms

The College has continuously focussed on the teaching learning process that enables transmission of knowledge, imparting new skills, and building of attitudes, values, and nature. The IQAC has been supporting in these aspects by conducting periodic reviews of these processes for the benefit of students and other stakeholders. The two examples of institutional reviews and implementation of reforms are:

1. Feedback of curriculum from all stakeholders during second BOS

For reviewing the curriculum at regular intervals, the IQAC created feedback forms for all stakeholders and recommended to the Departments to collect the feedback of the curriculum, analyze, and take actions accordingly in their BOS for modification of curriculum.

1. Result analysis of the previous year in the first BOS and calculation of the attainment for all programs:

To verify the results of the modified curriculum, the Heads of department were given access to analysed examination results through ERP and recommended to discuss during BOS to pick up vulnerable points. Based on the result analysis if there are further modifications that could improve the outcome of the courses, then they could be taken up in the next BOS. Final attainment of the course outcomes of all programs was also calculated by IQAC.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state,**

**A. Any 4 or all of the above**

national or international agencies (such as ISO Certification)	
File Description	Documents
Paste the web link of annual reports of the Institution	<a href="https://sxca.edu.in/wp-content/uploads/2023/02/Annual-Report-2021-22.pdf">https://sxca.edu.in/wp-content/uploads/2023/02/Annual-Report-2021-22.pdf</a>
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
<b>INSTITUTIONAL VALUES AND BEST PRACTICES</b>	
<b>7.1 - Institutional Values and Social Responsibilities</b>	
7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year	
<p>We, at St. Xavier's College believe that by empowering women the gender equity aspect can be achieved. Our commitment is reflected in unbiased recruitment procedure, wherein number of female staff in each department is considerably more. A sizable number of committees are headed by female which shows the handling of decision-making is in equity. The availability of a full-time lady counsellor also is a step towards promotion of gender equity. The grievance cell in the college provides a platform to students and staff equally to post their compliance which is addressed keeping the aspect of gender equity. College has incorporated curriculum courses that are designed related to gender awareness, equality and promotion to sensitize the issue in the young minds. College taken initiative to organized open lectures, seminars related to training on self-defence, yoga for health, awareness program on menstrual health and hygiene and women's day celebration. A special cell "Collegiate Women Development Cell" CWDC includes male members for various activities related to gender promotional and gender sensitization round the year.</p>	

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://sxca.edu.in/wp-content/uploads/2023/01/CWDC-reports-2021-22-final-1-1.pdf">https://sxca.edu.in/wp-content/uploads/2023/01/CWDC-reports-2021-22-final-1-1.pdf</a>

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

**B. Any 3 of the above**

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Solid waste management:** Solid waste is segregated into degradable and non- degradable waste. To upcycle the solid waste, the College received 31 ORBIN Organic waste recycling bins [compost units] (each of 110 liters capacity). Biodegradable waste is converted into solid and liquid manures through ORBIN which is then utilized for the fertilization of the garden soil. Sanitary napkins are burnt in incinerators available in the campus. 2) **Liquid waste management:** A Horizontal flow Filter arrangement with a capacity to recycle 20,000 litre of grey water per/day is installed in the College campus and this system treats grey water mainly generated from bathrooms and wash basins of the hostels. The recycled water is channeled into the play grounds for their maintenance. 3) **Biomedical waste management:** At the moment SXCA is not dealing with hazardous wastes such as medical or radioactive waste 4) **E waste management:** Electronic waste materials such as old computers and other electronic gadgets are stored in a room in the College premises. Periodically, the e- waste is sorted into recyclable and non-recyclable collections which are then either disposed of through an external agency or are reused.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

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

<p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3.Environment audit</b></li> <li><b>4.Clean and green campus recognitions/awards</b></li> <li><b>5.Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>E. None of the above</b></p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<b>No File Uploaded</b>
Certification by the auditing agency	<b>No File Uploaded</b>
Certificates of the awards received	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b></p>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	<a href="#">View File</a>
Details of the software procured for providing assistance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

St Xavier's College believes in inclusive education ensuring uniform learning and teaching opportunities, irrespective of disability, race, language, religion, gender, and economic status.

Scholarships are made available to deserving students without bias.

Cells like Jagrat and Utcarsh of St. Xavier's College are institutionalised mechanisms to accompany students from disadvantaged groups. Due to the pandemic, organizing offline activities of these cells was difficult. The NSS was proactive in organizing different activities aimed at showcasing harmony and reaching out to help anyone in need. Activities like - 'Each One Reach One' mission, vaccination camps, rangoli competitions and quizzes, webinars on Vishwa Matrubhasha Divas, visiting old age homes, Nanhe Kadam and a visit to specially abled child centre were efforts at making students more inclusive and sensitive to diverse groups in society.

Our volunteers started a helpline providing information of availability of beds, medicine, oxygen cylinders, etc. Creating awareness of the importance of vaccines was done by our volunteer through street plays ( Lakhodi, Anganwadi).

Thus St. Xavier's College recognized 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.



File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:	
<p>To make students cognizant about their rights, duties and obligations in relation to responsible citizenship, the College organises an Orientation program for students wherein they are made aware their responsibilities as citizens, even as they journey through college.</p> <p>College has very active NSS and CWDC committees which play important roles in sensitizing students and employees by organizing various activities inculcating life values through sessions on Yoga, celebrating AAZADI KA AMRUT MAHOTSAV through camps, seminars for Leadership and professional development, NSS Orientation, and the Utkarsh get-together, Nanhe Kadam. These activities help build team spirit and also provide an exposure to students and employees.</p> <p>College also plays a vital role in organising events which sensitize students about their rights, duties and responsibilities as citizens of India. This was done through webinars on POCSO act 2012, the Independence day and Republic day celebrations, Organ donation awareness and Vaccination camps, Save birds activity, visit to Old age home and specially-abled child centre, and the celebration of Vasundhara divas.</p> <p>To inculcate scientific temperament, various eminent guest speakers were invited to deliver expert lectures through webinars.</p> <p>These endeavours by the College, inspire students to develop a sincere concern for society.</p>	

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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 students are initially made aware about their rights, duties and obligations towards the College as well as nation in the Orientation program.

SXCA commemorates Independence Day and Republic Day to evoke pride

and patriotism towards the Nation. This year a special celebration 'AAZADI KA AMRUT MAHOTSAV' was organised to mark the 75th Independence Day, wherein a 3-day Camp was organised in Chandanpura village (of Kadi) where 26 NSS volunteers of the College participated and interacted with rural women, farmers and youth. On the occasion of Republic Day, a frontline Covid worker was given the honour of hoisting the National flag; it was as an inspiration to our students to work for others.

To appreciate the invaluable gift of ancient Indian tradition the International Yoga Day was celebrated online, this year.

Environment awareness was evoked in the mind of people and students by making paperbags and distributing them to the local shopkeepers.

The NSS Unit of St. Xavier's College celebrated World's Environment Day through plantation done in nearby areas despite the pandemic situation.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### Best Practice 1

#### 1. Title of the practice

Preservation of academic interest of the students in changing times

#### 2. Objectives

- To prepare students for transition from online to offline teaching-learning

- To modify the examination system so as to reduce stress

#### Best Practice 2:

##### 1. Title of the practice:

Focus on mental health, social interaction and coping mechanisms in post-covid situation

##### 1. Objectives:

- To ensure mental wellbeing of the students.
- To provide a social interaction platform to the students
- To improve self-awareness amongst the students

File Description	Documents
Best practices in the Institutional website	<a href="https://sxca.edu.in/wp-content/uploads/2023/03/Best-Practice.pdf">https://sxca.edu.in/wp-content/uploads/2023/03/Best-Practice.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

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

St Xavier's College, 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 irrespective of caste, creed, religion and social status with special attention to the deprived, discriminated and marginalized students.

The Covid-19 pandemic has caused economic distress to all strata of the society. The college reached out to those unable to afford and provided with financial aid. Because of financial constraints, students were unable to afford internet connectivity or smart

phones which was compensated for by offering students education both through live sessions and recorded lectures, on the LMS Moodle to deliver education to all online mode, with examinations taken in the Viva and assignment mode, so that additional expenditure was not incurred by families due to data usage in the odd semester. As the conditions improved to ensure smooth transition from the complete online to offline system, examination system was reformed. NSS and CWDC reached out to the students by arranging health promotion talk and reached out to the needy providing food and shelter.

File Description	Documents
Appropriate link in the institutional website	<a href="https://sxca.edu.in/wp-content/uploads/2023/03/institutional-Distinctiveness.pdf">https://sxca.edu.in/wp-content/uploads/2023/03/institutional-Distinctiveness.pdf</a>
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

- As per the Strategic objective I of the SAP prepared (Deepening and widening the academic structure of SXCA), the College plans to introduce more UG/PG programs as well as more courses that are interdisciplinary/multidisciplinary leading to holistic development of the students
- The College will be preparing for the NAAC peer team visit which is due in the next year.
- Staff induction and development programs to bring more cohesiveness and to motivate staff recruited in the last few years have been planned
- As per the recommendations of the UGC expert committee, the College should focus on research in the thrust areas as recommended in NEP 2020. Hence, the seed money for research will be given to teachers focusing on research in these thrust areas
- Restructuring the curriculum to implement NEP 2020 as and when instructed by the parent university
- Work towards more collaborations with Colleges/Institutes through Xavier Board for research and other academic activities
- Participate in all rankings like NIRF, GSIRF, India Today, The Week