ANNUAL QUALITY ASSURANCE REPORT

2016 - 2017

St. Xavier's College, (Autonomous)
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Contents

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC.*(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2013-14)*

2016-17

1.Details of the Institution

1.1 Name of the Institution

ST. XAVIER'S COLLEGE-AUTONOMOUS

1.2 Address Line 1

5, MAHAPALIKA MARG,

   Address Line 2

   City/Town

MUMBAI

   State

MAHARASHTRA

   Pin Code

400 001

   Institution e-mail address

webadmin@xaviers.edu

   Contact Nos.

022-22620661

Name of the Head of the Institution:

DR. AGNELO MENEZES

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Name of the IQAC Co-ordinator:

DR. GULSHANARA SHAIKH

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IQAC e-mail address:

gulshan.shaikh@xaviers.edu

1.3 NAAC Track ID*(For ex. MHCOGN 18879)*

MHCOGN14809

1.4 NAAC Executive Committee No. &Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no.is available in the right corner-bottom
of your institution's Accreditation Certificate)

EC/65/RAR/62

1.5 Website address:

www.xaviers.edu

Web-link of the AQAR:

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

http://xaviers.edu/main/index.php/naac-submissions

1.6 Accreditation Details

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	**A 5 Stars**	**-**	**1999**	**1999-2006**
2	2nd Cycle	**A+**	**-**	**2007**	**2007-2012**
3	3rd Cycle	**A**	**3.63**	**2013**	**2013-2018**
4	4th Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

01-07-2000

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

  i.   AQAR   2007 – 2008 on 15/02/2013
  ii. IQAR   2008 – 2009 on 15/02/2013
  iii. AQAR   2009 – 2010 on 15/02/2013
  iv. AQAR   2010 – 2011 on 15/02/2013
  v.   AQAR   2011 – 2012 on 29/09/2013
  vi. AQAR   2012 – 2013 on 29/09/2013
  vii. AQAR   2013 – 2014 on 30/05/2016
  viii. AQAR   2014 - 2015 on 30/05/2016
  ix. AQAR   2015-2016 on 13/04/2017
  x.   AQAR   2016-2017 on 27/01/2018

1.9 Institutional Status

University ✓ State ☐ Central ☐ Deemed ☐ Private ☐

Affiliated College   Yes ✓   No ☐

Constituent College   Yes ✓   No ☐

Autonomous college of UGC   Yes ✓   No ☐

Regulatory Agency approved Institution   Yes ☐   No ✓
 (eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education   ✓   Men ☐   Women ☐

Urban ✓   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid ☐   UGC 2(f) ✓   UGC 12B ✓

Grant-in-aid +Self Financing ✓   Totally Self-financing --

1.10 **Type of Faculty/Programme**

Arts ✓   Science ✓   Commerce ✓   Law --   PEI (Phys Edu) --

TEI (Edu) ---   Engineering --   Health Science --   Management ✓

Others (specify):

> Mass Media (BMM)
>
> B.Sc. (I.T.)
>
> B. Voc. (Tourism)
>
> B.Voc. (Software Development)

1.11 **Name of the Affiliating University** *(for the Colleges)*   **UNIVERSITY OF MUMBAI**

1.12 **Special status conferred by Central/State Government-**UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University ✓

University with Potential for Excellence -----   UGC-CPE ✓

DST Star Scheme ✓   UGC-CE ---   UGC-CE ----

UGC-Special Assistance Programme -----   DST-FIST ✓

UGC-Innovative PG programmes -----   Any other (*Specify*) STAR

UGC-COP Programmes

---

2. IQAC Composition and Activities

2.1 **No. of Teachers**

| 8 |

2.2 **No. of Administrative/Technical staff**

| 1 |

2.3 **No. of students**

| 2 |

2.4 **No. of Management representatives**

| 3 |

2.5 **No. of Alumni**

| 6 |

2. 6 **No. of any other stakeholder and**

community representatives

| --- |

2.7 **No. of Employers/ Industrialists**

| 20 |

2.8 **No. of other External Experts**

| --- |

2.9 **Total No. of members**

| 14 |

2.10 **No. of IQAC meetings held**

| 4 |

2.11 **No. of meetings with various stakeholders:** No. | 12 | Faculty | 5 |

Non-Teaching Staff | 2 | Students | --- | Alumni | 5 | Others | - |

2.12 **Has IQAC received any funding from UGC during the year?** ✓ Yes | - | No

If yes, mention the amount | **Rs. 3 Lakhs for a period of 5 years from 2013-2014 to 2017-2018** |

2.13 **Seminars and Conferences (only quality related)**

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | | International | - | National | -- | State | -- | Institution Level | 5 |

(ii) Themes / Details: Institutional level:

i. On 20th July 2017 a Seminar of two sessions, on *Skills for creating a 'Lean Forward Class'* followed by *Jesuit Ethos* for our 'young teachers'.
ii. 16th September 2016, also for our young teachers was *Strategies for optimizing Survival - with special reference to classroom and teaching* on.
iii. 10th August 2016, A *Google Drive Workshop* was organized to the entire faculty.
iv. 4th October 2016, a half day Seminar for the entire faculty on *Take a Break before the Busy-you Breaks.*
v. 10th March 2017, a day-long seminar titled *Adapting to Change* was held for the entire faculty. This included 3 sessions to sensitize us to the need for 'Inclusive Education'. The first one was on *Building Inclusion – The Disability Perspective,* the second one on *Mentoring the Digital Natives* and the third session on *What the student needs?*

2.14 Significant Activities and contributions made by IQAC

- Study Packs: essential readings, drawn from different sources, to cover the syllabus
- Blooms Taxonomy: Learning Objectives for the Teaching – Learning Process and for Paper Setting.
- Presentation/Assignment Evaluation Grid: making clear the criteria for assessment and giving a "feed-forward" to students.
- Bar Coding / Masking of Answer Papers before Assessment begins.
- Moderation of Assessment through External Examiners or Double Blind Evaluation.
- Feedback to students on their Performance – display of papers (in groups of 10).
- Photocopy of the Answer Paper and/or Challenge evaluation of the Paper.
- Regular Faculty Seminars and Workshops to upgrade skills and to evolve better methods and processes of teaching-learning-evaluation.
- The attempt at creating knowledge through participative lectures, using the Constructivist philosophy of education and not the banking philosophy.
- The increasing Use of ICT in the teaching-learning process, including Smart Boards, Video-Conferencing, LCD presentations, Internet Connectivity etc in designated Multi-Media rooms and the use of LCD presentations in all classrooms.
- The development of language and soft-skills through the Language Lab, special communication skills courses and through participation in extra-curricular activities.
- The Honours Programme for the better students, consisting of 8 extra credits, earned over the 3 years, including an introduction to research.
- A 3-credit Cross Faculty course for all students, to encourage inter-disciplinary learning in the fourth semester .

- A 3-credit Scientific Communication Skill course for all Science students to make educate students to scientific writings in the third and fourth semesters.
- Fieldtrips, Industrial Visits and Guest Lectures to make academics more experiential.
- Summer Internships for experience of a 'work culture' in industry.
- The encouragement of Research among Faculty and Senior students, including applying for University, State & Central Government and UGC funding for research projects, the presentation of papers at Conferences and serving as Resource Persons in other institutions.
- The publication of a yearly Peer-Reviewed Research Journals by the Faculty.
- The publication of Department Journals for student articles on a theme.
- Yearly Department Khandala Seminars for student presentations.
- Governance is decentralised through the University statutes on Autonomy provisions, which stipulate a decentralization of the decision making process, giving academic autonomy to Faculty for their course content through Boards of Study, for academic decision making to the Heads of Departments forming the Academic Board and overall policy decision making to the Management Board which has UGC, Government, University, elected faculty and Representatives of the Private Management of the College. This ensures due process, consultation and participation

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1.Make efforts for a Clean and Green Campus	1.Ensured the segregation of Dry and Wet garbage on Campus.
2.Encourage analytical and Effective Teaching	2.Four New Teachers' Seminars and three Faculty Seminars were held. Regular Teaching Assessment Questionnaires (T.A.Q.) were conducted and discussed for all the confirmed Arts faculty and all the new faculty. Proper guidance was provided based on the TAQ.
3.Encourage collaborative programmes with International Universities	3. NEW MOUs SIGNED WITH FOREIGN UNIVERSITIES i) HMKW, Germany ii) The Regents of the University of California, USA

	iii) UC Berkeley Summer Session Agreement, USA iv) Sophia University, Japan v) SOAS-Erasmus Agreement, UK vi)Sciences Po-Erasmus Agreement, France vii)Harvard College in Asia Programme Agreement, USA. Currently Xavier's has 28 MOUs signed with universities spanning all five continents.
4.Promote learning additional Courses through effective technology	4.Encouraged the use of Moodle and workshops were conducted for the same.
5.Encouraged Innovating Teaching- Learning Processes	5.Purchase of Student Response Devices (Clickers), Optical Mark Recognition (OMR) Flip Classroom
6.Co-curricular activities	6.Students developed thinking skills: self- directed and independent thinking. Coordination makes them develop communication and management skills. The students recognize their strengths and weaknesses.
7.Gender Sensitization Processes	7.An Orientation was held for the FY students about the Women's Development Cell. The programme was conducted by two lawyers. The students were provided information on sexual harassment, sections of the IPC,the laws that exist for protection, how to lodge an FIR and were also provided with an app that allowed them immeadiate acess to police, hospital and a psychologist in any area if they were in trouble. Over a thousand students benifitted from this exposure. A Self Defence Workshop was held for the Girls students of the Senior College on 9th February, 2017.
8.Student Support Services	8.The XRCVC (Xavier's Research Institute for the Visually Challenged) has a national level recognition. It caters to the needs of the Visually impaired students by providing them with screen readers, feeding their notes into the computer and various other facilities.

9.Encourage Group Learning	9.Group Presentations were allowed as a part of C.I.A 2. Emphasis was based on Enquiry based learning.
10.Student Guidance	10.The mentoring system is in place where students can approach their mentors if they face any difficulty on campus.
11.Encourage Audio Visuals in Class rooms	11.Almost all Class rooms have audio visuals systems. 46 projectors have been purchased since 2010.
12.Examination Reforms	12.Masking of Answer Papers for all classes, Moderation of answer papers for FY and SY and Double Blind Evaluation for TY level was introduced.
13.Encourage Faculty Project Undertakings	13.One major research project is ongoing, six minor projects , four Mumbai University and one private funding have been completed this year.
14.Encourage Student and Career Counselling on Campus	14.At least 2000 students of the college benefited the counselling facility available in the college.
15.Encourage Seminars and workshops of an Interdisciplinary nature	15.Confluence 2017 was a 2 day State level seminar organized jointly by the Mathematics and Statistics departments.

 * *Academic Calendar of the year as **Annexure II***

2.15 Whether the AQAR was placed in statutory body Yes ✔   No ☐

Management ☐   Syndicate ☐   Any other body | Academic Council
Governing Body

Provide the details of the action taken

IQAC was discussed at the Academic Council Meeting and the Governing Body at the end of the Academic Year to finalize the report before submission.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	6	-	-	6
PG	7	-	2	7
UG	3	-	3	3
PG Diploma	3	-	3	3
Advanced Diploma	-	-	-	--
Diploma	2	-	2	2
Certificate	4		4	4
Others	-	-	-	-
Total	**25**	**-**	**14**	**25**

Interdisciplinary	4	-	-	4
Innovative	2		-	2

PhD: Botany, Chemistry, Geology, Zoology, History, Ancient Indian Culture.

PG: Botany, Life Science, Microbiology, Geology, Ancient Indian Culture, Biotechnology, Public Policy.

UG: Ancient Indian Culture, Anthropology, Commerce, Economics, English, French, Hindi, History, Political Science, Psychology, Sociology, Statistics, Botany, Chemistry, Geology, Life Science and Biochemistry, Mathematics, Microbiology, Physics, Zoology, Vocational – Software Development, Vocational – Tourism..

UG Self Financing: Management Studies, Mass Media and Information Technoplogy

PG Diploma: Counselling Psychology, Data Science, Clinical Research.

Diploma: Forensic Science and Criminal Law, Gemmology.

Certificate: Practical Gem Appreciation and Identification, Forensic Science, Ancient Indian History, Culture and Archeology, Intensive English Language Course

Innovative Program: The B Voc – Tourism and Software Development courses are skill / career oriented.

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

In general, we have the Core/Elective option but in the case of the Applied Component, we have moved to the CBCS wherein a student majoring in any subject can choose an applied component from among the whole pool without necessarily taking the Applied Component offered by his/her Department.
A Cross Faculty Course offered in the fourth semester of all UG students is CBCS where a student is required to choose a course from other faculties.

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	25
Trimester	-
Annual	3

1.3 Feedback from stakeholders*Alumni ✓   Parents ✓

Employers ✓   Students ✓

(On all aspects)

Mode of feedback: Online ✓ Manual ✓ Co-operating schools (for PEI) --

*Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes. Revision takes place every year if needed and every three years an overall of the syllabus is done. Looking at topics horizontally across a given year as well as vertically down the three years

1.5 Any new Department/Centre introduced during the year. If yes, give details.

B.Voc, - Software Development and Tourism were two courses that were introduced from 2014-2015 and the first batches from these courses graduated in April 2017.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
118	56	40	04	18

2.2 No. of permanent faculty with Ph.D. | 56 |

2.3 No. of Faculty Positions Recruited (R) and Vacant(V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
04	07	04	-	04	03	-	-	08	10

2.4 No. of Guest and Visiting faculty and Temporary faculty | 40 | | Nil | | Nil |

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	17	26	17
Presented	14	26	3
Resource Persons	--	8	7

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT-enabled teaching-learning methods were adopted. Student-centered teaching strategies were introduced.
Purchase of Student Response Devices (Clickers), Optical Mark Recognition (OMR)

High speed Sheet-feeder Scanners and OMR software

Nearly all classrooms have projectors and screens + audio visual facilities

Internet access available through I/O box in each classroom

The use of the iPad in the Classroom enables the following:

- Show (on the big screen)
- Manage (the classroom)
- Assess (student work)
- Interact (with students)
- Access (your files)
- Make (instructional media)

Innovative methods include experiential learning like field visits, industry visits, project and research based learning, market surveys, group discussions, work shops, case studies, Flip classroom, e- learning, experiential learning, Peer Learning and Inquiry based learning faculty. is adopted by several departments.

The Continous Internal Assessment encourages students to use group and individual soft skills for presentations , open book tests, .

2.7 Total No. of actual teaching days during this academic year

| 180 |

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

> 1. Masking of Answer Papers
> 2. Double Evaluation for TY level
> 3. Open Book examination
> 4. Online Multiple Choice Questions

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

| 98 | | 63 | | 98 |

2.10 Average percentage of attendance of students

| 75% |

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division (Number of Students)				Pass %
		Distinction %	First %	Second %	Pass %	
Bachelor of Arts (B.A.)	363	122	106	90	8	89.81
Bachelor of Science (B.Sc.)	293	90	58	91	14	86.34
Bachelor of Commerce (B.Com.)	165	4	5	20	109	83.63
Bachelor of Management Studies (BMS)	61	28	14	13	0	90.16
Bachelor of Mass Media (BMM)	58	23	22	8	2	94.82
Bachelor of Information Tech. (B.Sc. IT	56	10	13	22	9	96.42
Bachelor of Vocation Tourism (BVT)	6	2	1	3	0	100
Bachelor of Software Development (BVS)	6	2	0	3	0	83.33
M.Sc. Botany	19	5	7	4	0	84.21
M.Sc. Geology	18	3	5	7	2	94.44
M.Sc. Life Science	20	8	3	3	2	80
M.Sc. Microbiology	20	12	3	1	2	90
M.Sc. Biotechnology	30	20	7	1	0	98.33
M.A. Ancient Indian Culture (A.I.C.)	32	2	6	10	2	62.5
M.A. Public Policy	35	5	10	15	0	85.71

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Regular Teaching Assessment Questionnaires (T.A.Q.) are conducted and the Vice Principal – Academics as well as the Head of the Department discuss the analysis with the concerned professors.

Wherever necessary guidance is provided for the same.

Sit- Ins of the new teachers lectures are also organized by the Vice Principal – Academics and the feedback is shared.

New Teacher Seminars / Workshops are planned.

Teachers' Seminars for the entire teaching faculty are conducted on a regular basis on themes / topics relevant for professional and personal growth .

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	5
UGC – Faculty Improvement Programme	4
HRD programmes	-
Orientation programmes	4
Faculty exchange programme	-
Staff training conducted by the university	8
Staff training conducted by other institutions	30
Summer / Winter schools, Workshops, etc.	-
Others : College Orientation to new teachers	31
College Seminars / Workshops	118

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	41	3	-	-
Technical Staff	49	4	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Research Committee promotes Faculty to do research: They also help to get Research Grants from UGC, University and other such institutions.
Teachers are encouraged to get their PhDs.
Those eligible apply for the FIP grant.
Seed money is available for faculty to do research.
There is a Bio-Safety Committee.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	1	-	-
Outlay in Rs. Lakhs	-	1230000	-	-

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	3	-	-
Outlay in Rs. Lakhs	-	---	7,25,500	-

3.4   Details on research publications

	International	National	Others
Peer Review Journals	7	6	1
Non-Peer Review Journals	-	-	-
e-Journals	2	1	-
Conference proceedings	3	3	-

3.5 Details on Impact factor of publications:

Range | 0.325 to 4.0 | Average | -- | h-index | --- | Nos. in SCOPU | --- |

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned	Received	Name of Dept.	Name of Professor
Major Project	3	UGC	12,30,000	7,30,000	Economics	Dr Aditi Sawant
Minor Project	2	UGC	3,47,000	2,07,000	Microbiology	Ms Sangeeta Chavan
Minor Project	2	UGC	2,82,000	1,69,000	Microbiology	Ms Karuna Gokaran
Minor Project	2	UGC	2,70,000	1,55,000	Biotechnology	Ms Norine D'Souza
Minor Project	2	UGC	4,80,000	----	Life Science	Dr Priya Sundarrajan
Minor Project	2	UGC	4,18,000	-----	Life Science	Dr Seema Das
Minor Project	2	UGC	2,05,000	----	Chemistry	Mr Marazban Kotwal
Industry Sponsored	1	Sir Dorab Tata Trust	120000		Life Science	Dr Priya Sundarrajan
Projects sponsored by the University/ College	1 1 1 1	University Of Mumbai University Of Mumbai University Of Mumbai University Of Mumbai	28,000 25,000 32,000 25,000	28,000 25,000 32,000 25,000	Geology Geology Chemistry Chemistry	Dr Gaoutam Bandhophadhaya Dr Bobby Matthew Dr Ashma Aggarwal Dr Pralhad Rege
Students research projects *(other than compulsory by the University)*	-----					
Any other(Specify)	--------					
Total			34,62,000	13,71,100		

3.7 No. of books published   i) With ISBN No.   `-`   Chapters in Edited Books `2`

            ii) Without ISBN No.   `2`

3.8 No. of University Departments receiving funds from

       UGC-SAP [ ]   CAS [ ]   DST-FIST `9`

       DPE [ ]   DBT Scheme/funds `8`

3.9 For colleges   Autonomy [✔]   CPE [✔]   DBT Star Scheme [✔]

            INSPIRE [✔]   CE [ ]   Any Other (specify) [ ]

3.10 Revenue generated through consultancy   [✔]

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	2	2	2	2	1
Sponsoring agencies	-	DBT			-

3.12 No. of faculty served as experts, chairpersons or resource persons `46`

3.13 No. of collaborations   International `28`   National `--`   Any other `-0`

3.14 No. of linkages created during this year `8`

3.15 Total budget for research for current year in lakhs :

From Funding agency `7,25,000`   From Management of University/College `59,000`

Total `7,84,000`

3.16 No. of patents received this year:

Type of Patent		Number
National	Applied	1
	Granted	1
International	Applied	1
	Granted	1
Commercialised	Applied	Nil
	Granted	Nil

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
2	-	1	-	1	-	-

3.18 No. of faculty from the Institution who are Ph.D. Guides 9
  and students registered under them 15

3.19 **No. of Ph.D. awarded by faculty from the Institution:** 3

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF --   SRF --   Project Fellows --   Any other FIP 4

3.21 No. of students Participated in NSS events: University level --   State level --

National level --   International level --

3.22 No. of students participated in NCC events: University level 7   State level --

National level --   International level --

3.23 **No. of Awards won in NSS:**   University level ---   State level --

National level ---   International level ---

3.24 **No. of Awards won in NCC:** University level `---` State level `---`

National level `---` International level `---`

3.25 **No. of Extension activities organized**

University forum `---` College forum `934 (SIP)`

NCC `4` NSS `---` Any other `---`

3.26 **Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility:**

St Xavier's College provides students with learning opportunities that extend beyond the class room and the campus. The Social Improvement programme (S.I.P.) has been a key component of such a learning process. The SIP primarily aims at contributing to holistic focus. Details are provided in **Annexure IV**.

The Xaviers Research Center for Visually Challenged – XRCV, is an enabling unit on campus at St Xavier's College (Autonomous), Mumbai. The primary aim is to transform lives both at the micro and macro levels. Along with providing direct and indirect support to visually impaired persons at the micro level, XRCVC also works closely with government agencies, corporates, researchers and educational institutions on advocacy and sensitisation initiatives at the macro level. The details are provided in **Annexure V**.

The Social Service Programme (SSL) and the All India Catholic University Federation (AICUF) conduct various outreach activities where students participate voluntarily. Project Care, various outstation camps and Blood Donation drives are organized periodically by the Social Service League (SSL)
Several departments engage in activities that involve communities that are at a disadvantage.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	11749 sq.mtrs.	-	-	11,749 sq.mtrs.
Class rooms	40	-	-	40
Laboratories	17	-	-	17
Seminar Halls	3	-	-	3
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		33	UGC	33
Value of the equipment purchased during the year (Rs. in Lakhs)		20.52	UGC	20.52
Others				

4.2 Computerization of administration and library

Syllabii are uploaded on the web site as it gets formalized by the Board of Studies and the Academic Board.
All notices and announcements go on the website as well as the signage.
Parents Login for checking the attendance of their children.
Examination Schedules, Seating Arrangements and other details of examinations on the website.
N-list online SLIM software for library. The online library catalogues helps us to search the books availability.
A live broadcasting of Graduation ceremony 2016 was taken charge of and organised by the Knowledge Centre.

4.3 Library services:

	EXISTING TILL 2015-16		NEWLY ADDED 2016-17		TOTAL	
	NO	VALUE	NO	VALUE (Rs.)	NO	VALUE
TEXT BOOKS	96137		983	995607	97120	
REFERENCE BOOKS						
E-BOOKS	11	410918				
JOURNALS	Bound Volumes (8566)					
E-JOURNALS			90	295000 Approx		
DIGITAL DATABASE	N-LIST (INFLIBNET)					
CD & VIDEO	492 (Along with books)		19 along with books		511	
OTHERS (SPECIFY)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centers	Computer Centers	Office	Departments	Others
Existing	349	5	45 Mbps	1	1	5	23	19
Added	55	-	-	-	-	-	-	-
Total	404	5	45 Mbps	1	1	5	23	19

4.5 Computer, Internet access, training to teachers and students and any other programme for technology Upgradation (Networking, e-Governance etc.)

ACTIVITIES IN 2016-17 AT THE KNOWLEDGE CENTRE:
1) Knowledge centre organized live broadcasting of Graduation ceremony 2015-16.
    ● Thursday 16th June, 2016 - B.Com, BMS, BMM and BSc. I.T.
    ● Friday 17th June, 2016 - Science Stream
    ● Saturday 18th June,2016 Arts Stream

2) Set up of CCTV cameras with networking in college campus.
3) 15 Classrooms are digitally upgraded with ultra short throw projectors and sliding ceramic white projection boards.
4) Knowledge centre facilitated the introduction of free Wi-fi services in the college by introducing Joister . Students can avail Joispot unlimited free Wi-fi at 2 Mbps speed from 6 access points but restricted to the ground floor of the campus. Totally 18 Wifi access point are deployed and configured by XKC in departments.
5) (Chemistry, Physics lab, Heras, BMM - 2, Malhar - 2, BVoc, Mathematics, Botany, Sociology, XRCVC, Board Room, Zoology, VP junior, MPP)
6) Tie- up with Band. Band is Teams/Clubs - Post notices, schedule meetings, and chat with all members in a group. Helpful for students and staff for interaction.
7) Deployment of five digital signage TV in campus and run through the software and maintenance of 8 digital signage.
8) **Turnitin:** Renewal of campus subscription for Turnitin with iGroup Infotech India Pvt. Ltd.
9) Creating login credentials of online library (NLIST) for students and staff. (Online - e-library)

Video Conference Arrangement By Knowledge Centre Are As Follows:

Sr. No.	Particulars	Date	Department	Location
1.	Mohanan, IISER, Pune	June, 2016	Physics	Physics Lab
2.	French Congress	Nov, 2016	French	VC Lab
3.	Scholarship Opportunity for Xavier's students	April, 2016	Jr. College	VC Lab

Arranged lab facilities for following workshops & events:

No	Topics/ Subject	Organized by	Date/ Month	No of Participants	Software installed
1.	Experimental Psychology	Psychology	15.06.2016	32	Mendley
2.	Deloitte - Placement Hiring online test	Placement cell	08.08.2016	60	Firewall Setting

3.	Psychology Quiz Competition	Psychology	24.08.2016	5	Internet setting
4.	Python Program	BSCIT (Honors)	26.09.2016	25	Python (Windows)
5.	Indian Association of Teachers of French Congres	French	4.11.2016 To 6.11.2016	30	Basic software
6.	Diploma in Forensic Science & Criminal Law	Forensic Science	03.10.2016 9.01.2017 10.01.2017	38	Moodle
7.	Bioinformatics Workshop (Palindrome)	Biotechnology	15.12.2016	30	Rasmol, Bioedit
8.	Diploma in Clinical Research	Clinical Research	15.01.2017 22.01.2017 29.01.2017	13	Office 2010, Browser
9.	Experimental Psychology	Psychology	9.01.2017	31	Coglab
10.	Axis Bank - Placement Hiring online test	Placement Cell	23.01.2017	40	Internet
11.	Post Graduation Diploma in Data Science	Statistics	Every Saturday & Sunday	30	R software, R studio
12.	Commerce Classes	Commerce	Every friday evening	90	Basic softwares

4.6 Amount spent on maintenance in lakhs:

i) ICT

Rs. 17,59,122.00

ii) Campus Infrastructure and facilities

Rs. 21,78,200.00

iii) Equipments

Rs. 37,84,671.00

iv) Other Grants

Rs. 21,99,879.00

Total : **Rs.99,21,872.00**

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The counselling facility available on campus is an impetus to the growth and development of students on campus.

The language lab facility enables students to strengthen their writing style while dealing with various other linguistic abilities.

There is a Common room separate for Girls and Boys.

All departments help their students to find a reputed place to intern at.

A hygienic Cafeteria facility, with a healthy variety of food enables students to a diversity of choices.

Women's Development Cell assures lady students of addressing complaints in confidence.

Drinking water facility is made available at every alternate floor in the college.

There is a mentoring system in place where the students are assigned teachers who will guide, assist and attend to them if the student as expressed some need for the same. The students may confide in then any problem they face at the college level.

The Social Involvement Programme (S.I.P.) is a compulsory credit for the first year students across streams to complete 60 hours at any Non- Governmental Organization.

The XRCVC (Xavier's Research Institute for the Visually Challenged) has a national level recognition. It caters to the needs of the Visually impaired students by providing them with screen readers, feeding their notes into the computer and various other facilities.

5.2 Efforts made by the institution for tracking the progression

The Placement Cell arranges job fairs in collaboration with employers.
The Alumni Association maintains consistent correspondence with alumni/ae.
The Career Counselor provides necessary guidance to students in the choice of their career.
Many departments maintain a database for recording the progress of students.

5.3 (a) Total Number of students

UG	PG	Ph.D	Others
3368	180	15	----

(b) No. of students outside the state 427 (Entry level)

(c) No. of international students 17

(Entry level)   Men

No	%
436`	36

Women

No	%
790	64

Demand ratio   1046:15220 (at Entry level)   Dropout % Approx 2%

2015-2016						
General	Minority	SC	ST	OBC	Physically Challenged	Total
1703	1449	112	63	165	47	3539
2016-2017						
General	Minority	SC	ST	OBC	Physically Challenged	Total
1529	1379	110	75	225	50	3368

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The Geology department has special coaching to help the students to Clear the NET- Set exams

No. of student beneficiaries   28

5.5 No. of students qualified in these examinations

NET   -   SET/SLET 6   GATE 2   CAT 4

IAS/IPS etc 4   State PSC -   UPSC 1   Others 6

5.6 Details of student counselling and career guidance

Staff consists of two counselors, one full time and one part-time. Additional staff helps out for the two summer vacation months because of the rush.

Most of the counselling done is psychometric testing followed by vocational and career guidance based on the test results. This is done for students of Std.X and above.

A fair amount of personal counselling is also done.

The clientele is mostly from Xavier's College but a large number come from other colleges and elsewhere.

Orientation talks are given as when invited to FYJC students, freshers in Communication Institute, Teachers and parents in schools.

Orientation talks and sessions in refresher courses for college teachers in Mumbai University.

> About 2000 for career guidance, about 500 for personal counseling and about 600 for Orientation talks and refresher courses.

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
56	382	95	7

5.8 Details of gender sensitization programmes

<u>**WOMENS DEVELOPMENT CELL (WDC) 2016**</u>

The WDC met after it was formed first in April 2016 in the last academic year to understand its role and function. Most members were new hence they needed to be sensitized to its specific function. The team met three times again in this academic year.

The first meeting was to get an idea and formulate a new flyer and redesign it .It was also decided to make it available online keeping with the college theme of go green. This was possible with the help of student volunteer Ms. Eleanor from the SYBA. It was executed immediately after several drafts corrections. It is now on the college monitor.

The next area of focus was gender sensitization of the first year student's .The plan for this year was to have very specific programs within each class specifically the Special Course; it would

have a greater impact. This was carried out very successfully across several classes that is FYBA (03classes), FYBSC (03classes) FYBMM, FYBMS, FYB.VOC, FYBSC IT. It was also orgainsed for three other groups of students the Media students of SYBA, Psychology of Gender class SYBA and TYBA class studying a paper in Abnormal Psychology, over 1000 students were covered by this program. The WDC members helped at intervals to execute the program.. The lecture was conducted by two lawyers Ms.Trisha.Shetty and Ms.Pragya.Khanna of the organization' SHE SAYS'. It provided information beyond just mere sensitization. They were educated about what constituted as sexual harassment, sections of the IPC the laws that exist for protection, how to lodge an FIR and were provided an app that allowed them to immediate access to police ,hospital psychologist in any area if they were in trouble. The WDC team met after the first lecture to evaluate it effectiveness. This lecture in different classes was attended by other staff as well from the college.

The WDC met as a smaller core group only to deal with complaints received from students relating to molestation that occurred outside the college premises namely CST and the METRO subway, the committee met the Azad maidan police station and the Principal is following up on that. The other complaints relating to outraging the modesty of female students within the campus by verbal comments and remarks were dealt with giving a warning to the concerned person and follow up of the same by the core team from the WDC within a week. There has been no further remark or incident after this intervention. The final complaint from a student was dealt with holding an inquiry and calling the NGO representative Dr.Nandita Gandhi and seeking information from both parties, the report was given to the Principal.

A Self Defence Workshop was conducted on 9th February 2017 wherein 45 students participated. Complaints from staff and students were dealt with , the enquiry was conducted by Dr Nandita Gandhi.

The plan for the next semester is to organize a training sensitization for all the teaching non teaching staff on campus and educate students about cyber safety, nutrition. It was a fruitful semester with goals set achieved and much more to be done in the following semester.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level 186   National level 15   International level 1

No. of students participated in cultural events   1300

State/ University level 48   National level 3   International level NIL

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level [48]   National level [3]   International level [NIL]

Cultural: State/ University level [2]   National level [1]   International level [-]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	130	4,51,005
Financial support from government	120	1,94,051
Financial support from other sources	100	2,92,500
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs   : State/ University level [2]   National level [--]   International level [-]

Exhibition: State/ University level [--]   National level [   ]   International level [-]

5.12 No. of social initiatives undertaken by the students [15]

5.13 Major grievances of students (if any) redressed:

　　　Cleanliness of the Wash Rooms was improved.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision: SXC looks upon itself as an academic community where scholars, both students and teachers have the freedom and responsibility to communicate, evaluate and enlarge humankind's store of knowledge. The College stands for academic excellence and endeavours to create an environment which generates the love of learning, a habit of critical thinking and ability for accurate expression. It strives after character formation based on the love of God and service to humanity, with a view to training citizens, who will be remarkable for all round development and in a sincere commitment to God and to Country.

Mission: The challenge is to strengthen the specific character of a Jesuit institution both as Jesuit and as a University. The university connotes a fundamental autonomy, integrity and honesty of a place of serene and open search for and discussion of the truth. Its mission proper is its dedication to research, teaching and the various forms of cultural service, as the indispensable horizon and context for a genuine preservation, renewal and communication of knowledge and human values. The Jesuit character requires that the university act in harmony with the demands of the service of faith in the universal God and the promotion of justice. A faith that does justice must find expression in the life of the University.

6.2 Does the Institution has a management Information System

Yes. For admissions and exam results

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

St. Xavier's College concentrates on developing multiple skills of their students. This helps them to be more "Job ready".
The Choice Based Credit System followed at present in the college facilitates partial horizontal movement with regard to choice of subject.
There are regular Board of Studies meetings held by all departments, at least one in an academic year, where there is upgradation of syllabi with topical issues kept in mind.
The applied component courses are available to students from all subjects. The 'Introduction to Neuroscience' course started last year continues to attract double the number of its capacity of students from all science disciplines
The Language Lab helps the students to develop the language skills within course curriculum and even outside it.

6.3.2 Teaching and Learning

Peer learning is promoted within and outside the class hours.

Team learning is facilitated through project work, on-the-spot study, and educational forums.

ICT-enabled teaching-learning process has made students participate actively in the classroom.

Meaningful learning is initiated through guided teaching and guided library assignments, group discussion, seminars, debates, quiz, viva, etc.

Inquiry–based learning is provided through community surveys, opinion polls, case studies, industrial visits and fieldwork.

Teaching is at times using "media aids" and there is learning by social networking between the teacher and learner.

6.3.3 Examination and Evaluation

Semester system with 2 Continuous Internal Assessments (CIA) and an End semester Examination is followed.

The Principal, the Heads of Departments and Faculty monitor the performance of the students by making an analysis periodically after CIAs and End Semester Exams.

Moderation is done for all the Courses at the First and Second year level for the End Semester Examinations.

The performance of students is analyzed at the Academic Council meeting held twice a year.

All the presentation and assignments are evaluated by Grid sheets which enables students to get a feedback and insure impartiality.

This academic year there were a few reforms introduced in the examination system.

6.3.4 Research and Development

Research is a significant activity of the college. During this academic year, research papers were published in National and International Journals.

Papers were presented in National Seminars and Conferences.

Research scholars have obtained their Ph. D. from the research centres of our college.

1 Major Research project and 11 minor projects were sanctioned by various funding agencies.

Teachers have participated in Orientation Programmes and Refresher Courses.

Institutional seminars and workshops are organized regularly to provide skills and enhancement of teaching strategies.

There have been several Learning Aids developed for the Visually Challenged.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The Library is central to all the academic activities of the college. It provides a place in which to study, material for study and services to assist study. With a computerized database of the books in the Library, the search and retrieval of books is easy. The Reference Library includes reserve counters, overnight loans, photocopying service, reference services, inter-library loans, journals and reference books and a special multimedia facility for accessing CDs and computers. We have also peer learning cubicles. The lending library houses Web-OPAC for information search, paperback library and a print and non print media library. The college is a subscriber of N-LIST facility through which e-journals and e-books are made available to the faculty members, researchers and senior PG students.
ICT is available in all the classrooms with AV facilities.
The Staff Room has been extended to provide extra space which is often used by staff for Group Discussions with students.

6.3.6 Human Resource Management

There are regular Seminar conducted for the "Young teachers" as well as the entire teaching faculty.
The non teaching faculty also are addressed .
The Teaching Assessment Questionnaire (T.A.Q.) is conducted , analysed and discussed with the teachers.
Faculty is encouraged to participate and present research papers.
Teachers are hired on adhoc basis.
Students are mentored by faculty.

6.3.7 Faculty and Staff recruitment

The information regarding vacancies has been given to the government.

List of new appointments in the Degree College for the academic year 2016-17**.**

Approved by the University: NIL

Non-Teaching staff. – Approved by the Jt. Director of Education: NIL

On Management Non-Teaching staff : Nil

6.3.8 Industry Interaction / Collaboration

Various Industries sponsor department festivals. They are also some renowned professionals assisting in formulating the syllabi for various departments. The Board of

Studies of every department has at least one representative from the relevant industry. Students are encouraged to take up an Internship during their summer break, mostly first year going to second year students. The faculty help them to get this exposure by recommending their students to various companies and organizations. This internship experience is mentioned in their consolidated marksheet at the end of the third year.

Several departments organize Field Trips and Industrial Visits eg. Economics, Ancient Indian Culture, Political Science, etc where students get a hands-on experience.

The Quest for Excellence Programme often invites Industry personel to share their expertise of the subject.

The Social Involvement Programme has collaborated with several NGOs. [Refer to Annexure IV].

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The Xaviers Center for Visually Challenged (XRCVC) is engaged in several CSR activities. [Refer to Annexure V].

6.3.9 Admission of Students

- There is an Online registration for BA, BSc, BMM, BMS, BSc.IT.

- Entrance tests are conducted for BMM, BMS.

- Admission to the other courses of College is based on Merit.

- The college excercises Minority privilege and the balance 50% follows the Reservation scheme.

6.4 Welfare schemes for

Teaching	--------
Non teaching	3,82,900
Students	------

6.5 Total corpus fund generated   1,15,00,000

6.6 Whether annual financial audit has been done   Yes ✓   No ☐

6.7 Whether Academic and Administrative Audit (AAA)has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	
Administrative	No		No	

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes $\checkmark$ No ☐

For PG Programmes   Yes $\checkmark$ No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Informative Assessments Methodologies: use of clickers, peer evaluation, MCQs
Summative Assessment Methodologies:
- Question Paper Template designed for each course in tune with the learning objectives of Bloom's Taxonomy, prepared during the design of the syllabus
- Grids: Objective assessment, Embedding soft skills in core courses, Feed forward and feedback mechanism
- Optical Mark Recognition for assessment of MCQs.
- Group Assessments: to foster Group dynamics especially for project assessment
- Poster and Oral Presentations of projects undertaken during the semester
- The End Semester Assessment is in the form of a two hour comprehensive written/ Computer based examination for each course held at the end of the semester.

Quality Mechanisms for End Semester Examination:
- Masking of Answer Papers
- Centralised Assessment of Papers
- Moderation of Assessment through External Examiners
- Double blind Evaluation for Third Year courses
- Feedback to Students – display of papers
- Photocopy of Answer papers/challenge evaluation

(a) Progress made in Marking system / Grading System/ Relative Grading System.
The college has adopted a 4 Point Grade System and provides students with the Grade point of each course, the Semester Grade point Average (SGPA) and the Cumulative Grade Point Average (CGPA)

The College also awards the first three students in each Course Combination at the end of the three years on graduation and provides certification of the student's rank in the group.

(b) Introduction of Credit-Based Semester System / Choice-Based Credit System

- Students of the Arts, Science and Commerce Faculty have to earn a total of 150 credits for the undergraduate degree program
- 146 Academic Credits have to be earned. Credits are assigned based on the depth of the Teaching -Learning process of each course; 1 Credit =30 Hours of contact and study
- Academic credits include credits for four newly introduced special courses of 3 credits each:
  Interdisciplinary Environmental Studies, Giving Voice to Values, Human Rights & Cross Faculty Course
- Students have to complete Additional 4 Mandatory credits, grades of which are not included in the GPA: Social Involvement Program (2 credits), Extracurricular Activities (2 credits) – Both programs are faculty monitored and have to be completed over the six semesters.
- Second Year B.Sc students have two 1 credit courses, one in each semester on Scientific Communication Skills
- Students complete a summer internship related to their major subject during the summer between the SY and TY. This is optional but highly encouraged and students earn 1 credit for this activity.
- Some credit courses are choice based e.g. Cross Faculty Course and Applied Component Courses.
- There was a new pattern introduced for Students with Disabilities (SWD). In cases where one of the CIA was missed by the student there was no Retest. The student had to appear for a Supplementary Examination a semester later by forfeiture of the CIA marks.

Credit Based Semester system –Postgraduate students have to earn a total of 96 academic credits for the graduate program

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

The college was privileged to host a one day Seminar for RUSA where Principals and Management Representatives from colleges all over Maharashtra were exposed to "Autonomy" In this Seminar Principal Dr Agnelo Menezes and former Vice Principal Dr Vivien Amonkar spoke on Autonomy in St. Xavier's College.
Besides this Dr. Agnelo Menezes was invited to deliver talks in several other Institutions.

Vice Principals Dr Rajendra Shinde and Dr Gulshanara Shaikh were invited to Y.C. Institute of Science, Satara to share the experience of Autonomy with the faculty.

6.11: Activities and Support from the Alumni Association:

There is an Alumni Association which is in existence since 1902. An Executive Committee is in place. The Xavier's Development Programme maintains a record of all the alumni.

6.12 Activities and support from the Parent – Teacher Association

In order to communicate to parents the areas their children are excelling in and the academic progress their children have made, Parent-Teacher Meetings are held.

6.13 Development programmes for support staff

HRD programmes were held for the support staff. A Staff Picnic is conducted every year. There are two Seminars or Workshops every year for the Faculty, with external resources, often at the College Human Resource Centre in Khandala, outside the city. Faculty members also participate in Seminars and Conferences in other institutions. The international exposure that about half of the Faculty have had, also seeks to enhance professional competence and motivation.

The Non-Teaching Staff have a yearly Seminar for personal enrichment and professional development. More important are the welfare measures on their behalf, which seek to keep them motivated and fulfilled.

The IT department organized a special workshop for the non teaching staff to impart basic knowledge about various softwares including Microsoft Word and Excel, teaching them email and various other options available online.

6.14 Initiatives taken by the institution to make the campus eco-friendly

In addition to making Environmental studies a very vital subject in our syllabus, St. Xavier's College has gone a step further by putting that theory into practice. Thanks to the instillation of three sets of solar panels, few parts of the college run on solar energy. Three sets of such panels have been installed in our campus, one in 2004, another in 2010 and the latest in 2013. The latest Solar Panel was installed on the roof of the library building by Thermax India Pvt. Ltd. and sponsored by the State Bank of India, with a Government of India subsidy. The solar panel on the Hall/ library building provides electricity to the lecture rooms, the Reference library and the Hall. It is interconnected with the Brihanmumbai Electricity Supply and Transport (BEST) line, which supplements the solar plant when necessary.

A vermiculture pit for raw vegetable waste and bio- composing plant for Kitchen waste, a bore well for non- potable water for the use in toilets and gardens to reduce consumption of municipal potable water, rain water harvesting to replenish and improve the quality of the well water, opting for electronic chokes and CFL bulbs and the segregation of waste into recyclable and non- recyclable are the other ways in which St. Xavier's attempts to create a clean – green atmosphere in the college. A strong recommendation of using recyclable items is implemented to an extent in our canteen services.

Disposal of paper is done with an NGO and it has helped us accrue Green Points in addition to recycled paper.

Online CIAs are conducted by a few departments.

Signages have been introduced in strategic positions in our campus to reduce paper usage for notices and announcements.

Criterion – VII

7. <u>Innovations and Best Practices</u>

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

i) **Honours Programme / Quest for Excellence Programme**: The number of participating departments and students increased which provides a challenge to the students to gain more knowledge and understanding besides their mainstream lectures. This promotes Inter Disciplinary academic activity in the Campus.

ii) **TAQ**: Encourages positive change in the teachers and guides them for the better.

iii) **The Special courses** introduced by St Xavier's College: A.SPC.1.01 (Special Course: Environmental Studies), A.EES.1.01 (Critical Reading Thinking & Writing: Prose) A.SPC.2.01 (Special Course: Giving Voice to Values) A.EES.2.01 (Critical Reading, Thinking And Writing: Literature) and A.SPC.3.03- Human Rights. Some of these courses have initiated a hands on experience especially with focus on awareness of the Environment.

iv) **Language Lab.** continues to help students to improve on their language skills. There are special courses organized for other groups (including foreign students).

v) **SIP** continues to provide sensitization to social issues to our students.

vi) **Scientific Communication Skills** conducted in Semesters III and IV for Science students provides them with the introduction to a research culture

vii) **Cross Faculty Courses:** All the departments offer this innovative course to expose students to an introductory level of the subject which is very well received.

viii) **The Examination pattern has been modified.** There is no Retest for CIA in lieu of which the student will be appearing for a Supplementary Examination of 100 marks and 3 hour duration.

ix) **The attendance** of the students is recorded course wise and a minimum of 75% per course is required for the student to be eligible to appear for the End Semester Examination. This data is documented in the Semester Marksheet as well.

7.2: Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

1. To sustain an **eco-friendly campus** we have three set of Solar panels was installed. There is segregation of Dry and Wet garbage on Campus. The canteen is using recyclable item for service. Sinages at strategic position in the campus have reduced paper consumption for announcements and notices. The Social Service League attempted an E-waste drive .

2. For **faculty development**, 4 New Teachers' Seminars and 3 Faculty Seminars were held. Regular Teaching Assessment Questionnaires (T.A.Q.) were conducted and discussed with the professors. Proper guidance was provided for the same.

3. To encourage **innovations in teaching,** the use of ICT learning is encouraged.

4. To continue to provide better **infrastructure,** classroom upgradation and laboratory renovation has been undertaken**.**

5. Memoranda of Understanding were signed by eight new foreign universities to encourage the development of visits and exchanges by faculty, scholars and administrators in education, research and outreach on a global perspective, in addition to the regular **international colloboration.**

6. **The Language Lab** continued to enrich our students as well as a group of students from Soka University, Japan with relevant communication skills. Remedial Sessions showed a remarkable increase of willing students to enhance their communication skills. there was even a series of conversational Hindi sessions organized.

7. The **Women's Development Cell** of the college had an orientation for the FY students in August 2016 over several sessions. SY students of Media and Psychology of Gender as well as TY students of Abnormal Psychology also attended these sessions. The lecture was conducted by two lawyers Ms.Trisha.Shetty and Ms.Pragya.Khanna of the organization' SHE SAYS'. It provided information beyond just mere sensitization. They were educated about what constituted as sexual harassment, sections of the IPC the laws that exist for protection, how to lodge an FIR and were provided an app that allowed them to immediate access to police ,hospital psychologist in any area if they were in trouble. This lecture in different classes was attended by other staff as well from the college. The WDC met as a smaller core group only to deal with complaints received from students relating to molestation that occurred outside the college premises namely CST and the METRO subway, the committee met the Azad maidan police station and the Principal is following up on that. The other complaints relating to outraging the modesty

of female students within the campus by verbal comments and remarks were dealt with giving a warning to the concerned person and follow up of the same by the core team from the WDC within a week.   There has been no further remark or incident after this intervention. The final complaint from a student was dealt with holding an inquiry and calling the NGO representative Dr.Nandita Gandhi and   seeking information from both parties, the report was given to the Principal.

A Self Defence Workshop was conducted on 9th February 2017 wherein 45 students participated. Complaints from staff and students were dealt with , the enquiry was conducted by Dr Nandita Gandhi. There was also a talk organized for teaching faculty on sensitization.

8. The **XRCVC -Xavier's Research Center for the Visually Challenged** has a national level recognition. It caters to the needs of the Visually impaired students by providing them with screen readers, feeding their notes into the computer and various other facilities. **(Refer Annexure V)**

9. Group Presentations were allowed as a part of **C.I.A 2.** Emphasis was based on Enquiry based learning. The mentoring system is in place where students can approach their mentors if they face any difficulty on campus. Almost all Class rooms have audio visuals systems. Masking of Answer Papers for all classes, Moderation of answer papers for FY and SY and Double Blind Evaluation for TY level was introduced.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

1. Social Involvement Programme [SIP]

2. Quest For Excellence Programme [QEP]

The details are in Annexure III

7.4 Contribution to environmental awareness / protection

Environmental studies a very vital subject in our syllabus St. Xavier's College has gone a step further by putting that theory into practice. Three sets of solar panels have been installed in our campus, providing electricity to lecture rooms, the Reference library and the Hall. It is interconnected with the Brihanmumbai Electricity Supply and Transport (BEST) line, which supplements the solar plant when necessary. Most of the light fixtures in the campus have been replaced by CFL bulbs.

A vermiculture pit for raw vegetable waste and bio- composing plant for Kitchen waste, a bore well

for non- potable water for the use in toilets and gardens to reduce consumption of municipal potable water, rain water harvesting to replenish and improve the quality of the well water, opting for electronic chokes and CFL bulbs and the segregation of waste into recyclable and non- recyclable are the other ways in which St. Xavier's attempts to create a clean – green atmosphere in the college. A strong recommendation of using recyclable items is implemented to an extent in our canteen services.

Waste paper disposal is outsourced to an NGO that returns it in the form of recycled paper as well as awards Green Points.

Sinages have been introduced in strategic positions in our campus to reduce paper usage for notices and announcements. A Conservation lab was inaugurated in the Heras Institute.

7.5 Whether environmental audit was conducted? Yes ☐ **No** ☑

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

At the Institutional level:

The **strength** is in the constant upgradation that is implemented in academic as well as the infrastructure areas.

The major **weaknesses** are a lack of physical space and vacancies in the full time faculty.

The **opportunities** are in the 'Brand Value' that has been established due to persistent efforts, alumni in Industry and meritorious students.

The **challenges** are in the funding of adhoc teachers, to continue to sustain without the government non salary grant support and to optimize the use of space in the heritage campus.

8.**Plans of institution for next year**

To make the teaching and learning environment conducive to the overall development of the student.

To encourage Conservation of Resources on campus.

To make our Special Courses more relevant to education.

To adopt 'Inclusion' as a theme. The Institution has already implemented several changes with respect to SWD Teaching-Learning-Evaluation systems even before the mandate has been framed.

To encourage technological up gradation

Increase the emphasis on Research.

Dr.   Gulshanara R. Shaikh   _Dr. Baptist A. Menezes_

_____   _____

Signature of the Coordinator, IQAC   _Signature of the Chairperson, IQAC_

ANNEXURE I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

ANNEXURE II

ST. XAVIER'S COLLEGE, AUTONOMOUS, MUMBAI

SENIOR COLLEGE
CALENDAR FOR ODD SEMESTER 2016 – 2017

DAY & DATE	NATURE OF ACTIVITIES
JUNE	
Monday, 6th	ACADEMIC YEAR BEGINS - STAFF MEETING
Thu, 16th – Sat, 18th	GRADUATION CEREMONIES
Sunday, 19th	SSL ALUMI MEET
Tuesday, 14th	JOINT HOD MEETING – 2.30 P.M.
Tuesday, 21st	YOGA DAY
Thursday, 30th	ORIENTATION FOR FY B.A./B.Sc./BMS/BMM/B.Sc.I.T. & B.Voc.
JULY	
Friday, 1st	CLASSES BEGIN FOR FY B.A./B.Sc./BMS/BMM/B.Sc.I.T. & B.Voc
Thursday, 7th	MASS 8.30 A.M.
Friday, 15th	IQAC MEETING
Wednesday, 20th	FACULTY SEMINAR FOR NEW TEACHERS – 2.00 P.M. TO 4.00 P.M.
Thu 21st – Mon 27th	CIA – 1 FOR ALL CLASSES
Saturday, 30th	FEAST OF ST. IGNATIUS OF LOYOLA, COLLEGE DAY MASS AT 9.00 A.M. FOLLOWED BY PRIZE DISTRIBUTION & CULTURAL PROGRAMME
AUGUST	
Wednesday, 10th	FACULTY SEMINAR AFTER 2.00 P.M.
Sun 14th – Tue 16th	MALHAR
Thursday, 18th	SUBMISSION OF ALL CIA-1 ANSWERSHEETS & MARKS
Mon 29th – Sat 3rd Sept.	CIA – 2 FOR ALL CLASSES
SEPTEMBER	
Tue, 6th – Sun, 11th	GANESH CHATURTHI – Holidays
Thursday, 15th	CIA-II MARKS TO BE HANDED IN (WITH THE ASSESSED PAPERS)

Thursday, 22nd	SUBMISSION OF QUESTION PAPERS FOR END SEMESTER EXAMS TO HOD
Saturday, 24th	SUBMISSION OF QUESTION PAPERS FOR END SEMESTER EXAMS TO EXAM DEPARTMENT
Friday, 30th	LAST DAY OF LECTURES FOR THE SEMESTER
OCTOBER	
Tuesday, 4th	STAFF SEMINAR (FULL DAY)
Wednesday, 5th	END SEMESTER EXAMS BEGIN
Friday, 7th	IQAC MEETING AT 2.30 P.M. IN BOARD ROOM
Friday, 14th	MANAGEMENT BOARD MEETING AT 2.30 P.M.
Tuesday, 25th	LAST DAY OF SEMESTER STAFF MEETING
NOVEMBER	
Fri, 4th – Sun, 6th	FRENCH CONGRESS
Tuesday, 15th	SECOND SEMESTER BEGINS

22nd June 2016   PRINCIPAL

ST. XAVIER'S COLLEGE, AUTONOMOUS, MUMBAI

SENIOR COLLEGE
CALENDAR FOR EVEN SEMESTER 2016 – 2017

DAY & DATE	NATURE OF ACTIVITIES
NOVEMBER	
Fri, 4th – Sun, 6th	FRENCH CONGRESS
Tuesday, 15th	EVEN SEMESTER FOR 2016-17 BEGINS
Thu 17th & Fri 18th	MODERATION NOTE: Moderation To Be Completed By 22nd November 2016
Thursday, 24th	END SEM EXAM MARKS TO BE SUBMITTED TO THE EXAM DEPT.
DECEMBER	
Friday, 2nd	SPORTS DAY IN THE MORNING, ATTENDANCE COMPULSORY

Saturday, 3rd	FEAST OF ST. FRANCIS XAVIER, TRADITIONAL DAY
Tuesday, 12th	PARTENTS MEETING – SENIOR COLLEGE AT 3.00 P.M.
Friday, 16th	CAROL SINGING – JUNIOR COLLEGE
Sat 17th – Fri 23rd	CIA I FOR ALL CLASSES
Friday 23rd	CHRISTMAS LUNCH
Saturday 24th	HOLIDAY
Sun 26th – 1st Jan	WINTER BREAK
JANUARY 2017	
Monday, 2nd	COLLEGE REOPENS
Friday, 13th	MANAGEMENT BOARD MEETING AT 2.30 P.M.
Mon, 30th – 6th Feb	CIA II FOR ALL CLASSES
FEBRUARY	
Tue 7th & Wed 8th	PARADIGM (DR. GULSHAN SHAIKH IS THE CONVENOR)
Fri 10th & Sat 11th	DISHA – II (DR. HRISHIKESH SAMANT IS THE CONVENOR)
Saturday 11th	LAST DAY OF STUDENTS ACTIVITIES
Thursday 23rd	CIA II MARKS TO BE SUBMITTED TO EXAM CONTROLLER
Tuesday 28th	LAST DAY OF TEACHING FOR SCIENCE FACULTY
MARCH	
Wed 1st – Thu 9th **OR**	PRACTICAL END SEM EXAMS
Sat 1st April – 8th April	PRACTICAL END SEM EXAMS
Friday 10th March	LAST DAY OF TEACHING FOR ARTS FACULTY, BMM, BMS & B.VOC.
Tue, 14th – Fri, 31st	END SEM EXAM BEGINS
Friday 17th	MANAGEMENT BOARD MEETING AT 2.30 P.M.
APRIL	
Monday 3rd onwards	ADDITIONAL EXAMS
Mon 10th & Tue 11th	MODERATION
Thursday 13th	DISPLAY OF ANSWER PAPERS FOR FIRST YEAR STUDENTS
Saturday 15th	DISPLAY OF ANSWER PAPERS FOR SECOND YEAR STUDENTS

Wednesday 19th	MARKS OF END SEM EXAMS OF FY & SY TO BE SUBMITTED TO EXAM CONTROLLER
Thursday 20th	DISPLAY OF ANSWER PAPERS FOR THIRD YEAR STUDENTS
Monday 24th	MARKS OF END SEM EXAMS OF TY TO BE SUBMITTED TO EXAM CONTROLLER
Thursday 27th	ADDITIONAL EXAM MARKS TO BE SUBMITTED TO EXAM CONTROLLER
	FIRST YEAR RESULTS
MAY	
Tuesday 2nd	ADMISSIONS OF THE STUDENTS FROM FY TO SY
Tuesday 2nd	SECOND YEAR RESULTS
Friday 5th	ADMISSIONS OF THE STUDENTS FROM SY TO TY

23rd August 2016   PRINCIPAL

A] **TITLE OF THE PRACTICE:**

Social Improvement Programme [SIP]

1. **GOAL:**
i)   The creation of social awareness and sensitization, both among students and citizens at large.
ii)   The motivation of students to explore and engage with India's socio-economic realities so as to raise vital questions and make meaningful interventions.

2. **THE CONTEXT:**
The S.I.P. empowers students to engage with social, economic, political and psychological realities. In addition to these opportunities, it helps students to develop the following skills like:
Active listening: Students have developed a skill to listen more and speak less. They have also learned to understand another person's point of view.
Social Perceptiveness: Students have developed empathy towards the concerns and situations of others. Speaking: Students have imbibed the skill of communicating with others so as to convey information effectively.
Critical Thinking: Students now cogently and logically identify the strengths and weaknesses of alternative solutions or approaches to problems.
Effective Writing: Students have grown in the skill of effective writing and engage the reader meaningfully and fruitfully.

3. **THE PRACTICE:**
The S.I.P credit is mandatory. It is undertaken by all students in the first year of their graduation. There is an orientation by the faculty of the SIP where the students are made aware of the programme. It requires 45 hours of field activity 5 hours of Discipline-centric S.I.P. component. In this new component students offer 5 hours of social work based on their discipline. There is a journal maintained by the student where the involvement is logged by the place of activity for the hours fulfilled. A report is written and the journal is assessed and graded. This Grade is documented in the Marksheet as well. The regular activities that a student can engage in are in the field of Education, Differently-Abled, Health, Women, Elderly and Social Awareness.

4. **EVIDENCE OF SUCCESS:**
Some students are impacted by their involvement and even after their required number of hours will continue to keep in touch with the institution that they have worked with.

5. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

Problems: More options of working for the credit. All departments have not been able to create the discipline centric activity satisfactorily.

B] TITLE OF THE PRACTICE:

Quest for Excellence Programme [QEP]

1. **GOAL:**
   i)   The Programme is meant to complement the curricular courses.
   ii)   The Programme is meant to broaden and deepen the education of the student both in terms of academic excellence and social relevance.

2. **THE CONTEXT**:
   The Programme is voluntary and meant to reward students for the extra work done beyond the requirements of the syllabus and to encourage inter departmental collaboration and multidisciplinary approaches. The emphasis is on Experiential learning and critical thinking as well as a research culture is inculcated.

3. **THE PRACTICE:**
   A variety of activities can be offered in the Programme in the form of Library Assignments, Book / Movie Reviews, Laboratory and Field Work Reports, Lecture Courses followed by some form of assessment, ttending and then critiquing issues raised in Seminars, Workshops and Projects.
   The students enroll in a Hub which is a cluster of departments. Viz. Physical Sciences, Biological Sciences and Humanities. Over 3 years of graduation they are required to earn 7 credits [5 of a selected Hub and 2 of any other]. This makes them eligible for a Certificate that is awarded on the Graduation ceremony.

4. **EVIDENCE OF SUCCESS:**
   Despite the academic engagement there has been an overwhelming response to the programme. The variety of activities have enthused the students to learn beyond the classroom.

5. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**
   Problems: To sustain an interdisciplinary activity time becomes a constrain during regular working days. A few students drop out of the programme after the first year because they are not able to maintain the academic standard which is a criteria for continuation.
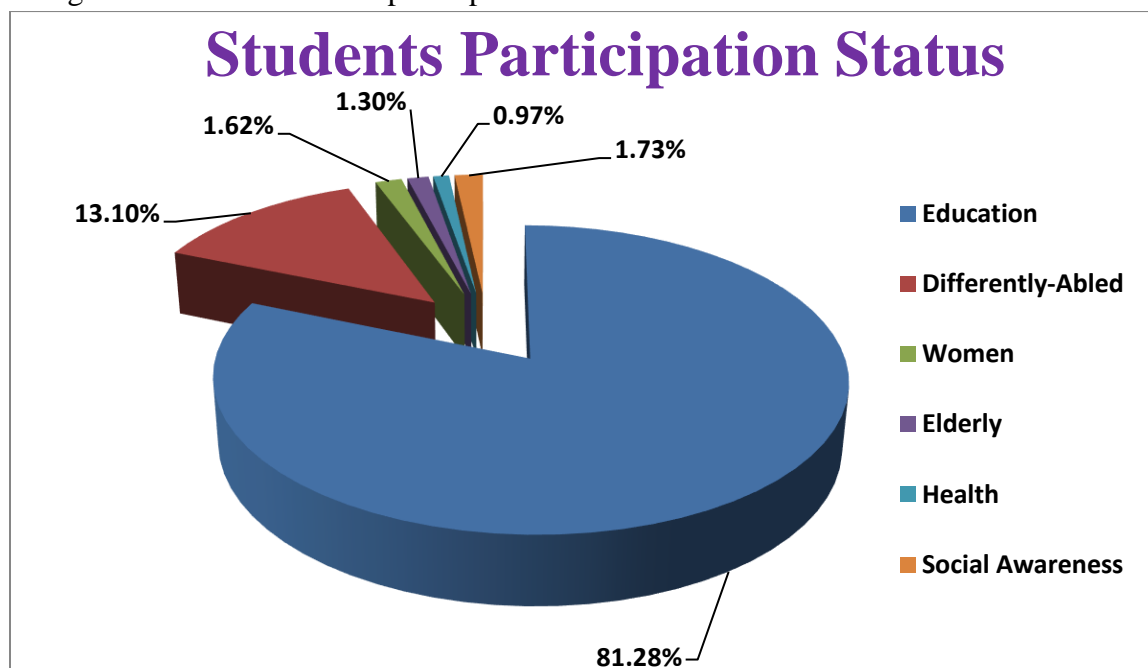   **Resources:** Experts from Industry are invited to conduct activities.

ANNEXURE IV

SOCIAL INVOLVEMENT PROGRAMME (2016-17)

   St. Xavier's College- Autonomous Mumbai, has always endeavored to change the paradigms of education. Since 1996, the Social Involvement Programme (SIP) has been providing students with opportunities to take learning beyond the classroom and campus. This programme fundamentally aspires towards a holistic education by focusing on:

1. The creation of social awareness and sensitization, both among students and citizens at large.
2. The motivation of students to explore and engage with India's socio-economic realities so as to raise vital questions and make meaningful interventions.

In the academic year 2016-17, 824 students of First year, 46 students of Second year and 54 students of third year participated in the regular obligatory component and 10 participated in the voluntary Honors Programme component of the S.I.P. The pie-chart shows the percentage configuration of the students' participation in the social activities:

In this academic year certain changes were incorporated wherein the minimum eligibility requirement for the S.I.P credits was made 45 hours of field activity from its original 60 hours and the Discipline-centric S.I.P. component was introduced. In this new component students offer 5 hours of social work based on their discipline.

With the regular activities in the field of Education, Differently-Abled, Health, Women, Elderly and Social Awareness the S.I.P department also initiated the following activities:

❖ **Swacha Bharat Abhiyan**: Cleanliness Drive was organised at Balak Vrinda High School-Tardeo on 14th August, 2016. 64 students participated in the cleanliness drive and motivated school children to keep the School campus clean.

❖ **Azad Maidan Police Station Workshop**: 59 students visited Azad Maidan Police Station on 4th January, 2017 in order to gain knowledge about the functioning of Mumbai police and to establish rapport between the students and police authorities.

❖ **The Wishing Factory**: The S.I.P. Department mobilized students to work with patients suffering from life threatening diseases. Students had to prepare a street play/ create posters/ slogans in order to raise awareness. They had to visit a patient and deliver his/her wish and they also had to conduct art craft sessions.

❖ The S.I.P. Department introduced one optional credit course for the **Quest for Excellence Programme**.

❖ Through the SIP programme, volunteers supported visually challenged students from college or outside to help them in writing their exams and/or with their studies.

❖ Study material was collected in the SIP Department and sent to the tribal and underprivileged children.

The S.I.P. has empowered students to engage with social, economic, political and psychological realities. In addition to these opportunities, it has helped students to develop the following skills:

1. **Active listening:** Students have developed a skill to listen more and speak less. They have also learned to understand another person's point of view.

2. **Social Perceptiveness**: Students have developed empathy towards the concerns and situations of others.

3. **Speaking**: Students have imbibed the skill of communicating with others so as to convey information effectively.
4. **Critical Thinking**: Students now cogently and logically identify the strengths and weaknesses of alternative solutions or approaches to problems.
5. **Effective Writing**: Students have grown in the skill of effective writing and engage the reader meaningfully and fruitfully.

SIP Team

The XRCVC's Annual Report for 2016-17 (June to May)

The XRCVC is a resource and advocacy centre for visually challenged persons. As an enabling unit on campus at St Xavier's College (Autonomous), Mumbai, it endeavours to transform lives both at the micro and macro levels. Along with providing direct and indirect support to visually impaired persons at the micro level, it also works closely with government agencies, corporates, researchers and educational institutions on advocacy and sensitisation initiatives at the macro level.

XRCVC disseminates information about its work to members and other stakeholders on an almost real-time basis through its website (www.xrcvc.org) and on social media through its Facebook page (XRCVC—Xavier's Resource Centre for the Visually Challenged) and Twitter handle (@XRCVC).

(Left) A training workshop at XRCVC Viviana Extension; (centre) the new, heavy-duty Index Braille Embosser at XRCVC; (right) a team from UGC visits XRCVC

Put simply, the centre's objective is to empower visually impaired persons all over the country. During the period June 2016-May 2017, we took significant steps to achieve this objective.

Our membership base expanded to 587 persons during the year. We were also able to touch—and hopefully transform—thousands of lives across the country through our advocacy work, particularly in the areas of education access, financial access, print access and independent living (see section sub-titled 'Advocacy').

XRCVC set up an additional training room in St Xavier's College during the year, and many of the centre's training workshops are now conducted there. In June 2016, XRCVC-Viviana extension in Viviana Mall, Thane celebrated its first anniversary with an event where Plextalk Vachaks (an accessible e-book reader) were distributed, followed by a training workshop with NVDA Espeak. Like in the previous academic year, our activities through the year were channelised through our restructured triad of work:

- Direct Support Services
- Advocacy

- Awareness

Given below is a summary of our activities in 2016-17 under each head.

Direct Support Services

impairment, caregivers, educators, and institutions.

1. **Volunteer Support**: Despite all the technology and advancements, human assistance cannot be eliminated completely. The XRCVC provides volunteer services for:
   - Reading
   - Converting material into accessible formats – through typing, scanning, editing, recording
   - Examination taking – scribe facilities
   - Teaching – for any subject

Depending on the member's needs and requirements, the XRCVC provides volunteers on an annual basis for regular support or on a one-off basis for short-term periods.

There were 117 volunteers working with us through the year, sourced from the Social Involvement Programme (SIP) of St Xavier's College (Autonomous). In addition, volunteers were enlisted for a short term on need basis for awareness programmes like Antarchakshu.

Technologies

The XRCVC houses the latest and the most exhaustive list of assistive technologies (AT) to be explored by visually challenged persons — as also employers, government bodies and any other group that would like to know more about AT. Anyone is welcome at the XRCVC, preferably with prior appointment, to explore our full range of assistive technologies and their use. Like every year, we procured a wide range of new technologies in 2016-17. Some of these include a heavy-duty Braille Embosser (Index Fanfold DV5), additional Perkins Braillers, a Braille Labeler, Sony LED TV, Infty Reader, HP Scanjet 2500 F1 ADF+Flatbed Scanner, Angel India e-book readers, daisy players, Brother DCP-L2541DW Multifunction Printer, Geometry kits, and low

(Left) Shekhar Manjulkar receiving the Lions Club of East Bombay Scholarship at XRCVC; (centre) an image from Antarchakshu 2016 at IIT Bombay; (right) a sensitisation workshop at Sanofi Pharmaceuticals, Mumbai

vision aids such as Ruby Magnifiers, Compact 7 HD, Clearview C HD TV, Magic HD screen magnification software, Zoomtex Magnification-cum-reading software, and Magic Large Print Keyboards. We also replaced a large number of older laptops and desktops with newer machines.

Training

The XRCVC imparts training in Computers, the use of specific assistive devices, Braille, Orientation & Mobility, Maths & Science, English language and Life skills through various training programmes. These are available for diverse learner groups – visually challenged persons, special educators, teacher trainers and other stakeholders. With the right skills and know-how, independent living and working is an increasing reality for persons with vision impairment.

Our comprehensive and revamped training schedule in 2016-17 ensured that our Special Educators and trainers had their hands full throughout the year. The training sessions during

Table 1: Training Services June 2016 – May 2017

Direct Training	No of beneficiaries	Indirect (Stakeholder) Training	No of beneficiaries
Computer & Assistive Technology (AT)	299	Computer & AT	10
English	16	Education	68
Orientation and Mobility (O&M)	23	TOT – I for INCLUSION	518
Activities of Daily Living (ADL)	8		
Education Including Mathematics & Science Support	151		
Total	497	**Total**	596

the year included customised workshops by various members of the XRCVC team including Calveena D'Sylva, Neha Trivedi, Rebecca Carvalho, Mimansa Vahia, Aurealia D'Mello, Sushil Pandit, Shizanne D'Mello, Vikas Dabholkar, Keshavan Nadar, and Krishna Warrier.

These training sessions were held at the XRCVC and the XRCVC-Viviana Extension as well as at schools.

Through the year, the XRCVC's training services reached out to 1093 persons. (see Table 1).

Personal and Career Guidance

Guidance services were provided to members and their families to identify needs, interests and aptitudes as also troubleshoot and cope with concerns.

Scholarships

The Lions Club of East Bombay Scholarship for the year was awarded to our member Shekhar Manjulkar, for being the most deserving visually impaired student graduating from St Xavier's College, Mumbai.

Recognising the high costs for higher education and assistive technologies, the XRCVC provides scholarship and access technology lending schemes to deserving students. New higher education avenues have been pursued by the visually challenged over the last decade. Along with new opportunities come new costs of higher education courses. Similarly, whilst assistive technologies and computers have provided immense aid to the visually challenged, what is often considered a luxury for sighted students is a necessity for a student with visual impairment.

Sports and Recreation

Oftentimes, recreation and sports get left out in discussions on lives of persons with disabilities. However, these are as integral a part of life for persons with disabilities as for the non-disabled.

Recognising the value of sports and recreation, the XRCVC works on creating innovative opportunities and events. The XRCVC Recreation Club conducted regular fitness and training sessions under the supervision of Dr Thomas Pires, Sports Director, St Xavier's College.

(Left) A trek conducted by the XRCVC Recreation Club; (centre) the release of 'The ABC of Inclusive Publishing' by HRD Minister Prakash Javadekar in Delhi; (right) a meeting with principals and senior education officials at Akola

Besides, the XRCVC team organised and participated in many sports activities during the year.

A summary of these is given below:

- Two teams from XRCVC — featuring boys and girls, respectively — participated in the All-India Blind Football tournament organised by Snehadeep Trust at Game Changers football ground Mathikere, Bangalore in April 2017. Sports Director Dr Thomas Pires accompanied the teams.
- XRCVC member Rahul Gajjal also participated in a national training and selection camp for football held in Kerala.

Advocacy

-

Ensuring environmental access is a key factor in determining that vision loss does not result in a disability. XRCVC's advocacy initiatives work in four main areas to create accessible environments: Print Access, Financial Access, Education Access, and Independent Living.

Print Access

The access to printed works for the visually challenged depends on its availability in accessible formats and the permissibility of the legal systems to convert material to accessible formats. The XRCVC has been working relentlessly to overcome these challenges.

During this period, the XRCVC produced 91 DAISY books totaling 5911 pages (including many in full-text-full-audio format). All accessible DAISY titles are uploaded onto a national accessible online library (sugamyapustakalaya.in). Some of the events that took place or were conducted under the Print Access initiative during the year are appended below.

- XRCVC worked closely with Benetech, a global non-profit social entrepreneurial venture harnessing the power of technology for social benefit on many print access-related initiatives.
- Dr Sam Taraporevala, Sushil Pandit, and Aniket Gupta participated in the launch of Sugamya Pustakalaya (India's online accessible library) in Vigyan Bhawan, Delhi in August 2016. An updated edition of XRCVC's publication 'The ABC of Inclusive Publication' was also released on the occasion by the Government of India's Human Resources & Development Minister, Mr Prakash Javadekar. Additionally, Dr Sam Taraporevala and Aniket Gupta met Mr Javadekar in December 2016 and requested him to actively champion the Sugamya Pustakalaya initiative.
- Also followed up with vendors who could create accessible books.
- In August 2016, Dr Sam Taraporevala, Sushil Pandit, and Aniket Gupta attended the board meeting of the Daisy Forum of India (DFI) in Delhi.
- In September 2016, Dr Sam Taraporevala set up a system with Mr Vivek Mehra, CEO and MD of Sage Publications, so that he could contribute to the cause of inclusive publishing in a formal manner through networking with other publishing houses. A book request system with Mr Mehra's office was also established.
- XRCVC started the system of providing Braille Bills to Reliance Energy and also provided the second phase of feedback on accessibility to their App.
- In February, XRCVC, Bookshare, Daisy Consortium, Daisy Forum of India and Sightsavers conducted a workshop on inclusive publishing for local language publishers (Marathi, Gujarati) at St Xavier's College. There were seven participants.
- Dr Sam Taraporevala and Aniket Gupta participated in the National Conference on Review of Bharati Braille and attend two meetings of the Braille Council of India, in February 2017 and March 2017, respectively.
- In February 2017, Dr Sam Taraporevala, Sushil Pandit, and Aniket Gupta met a representative of the *National Atlas and Thematic Mapping Organization* (NATMO) to discuss accessible content creation of diagrams.
- A session on XRCVC's Accessible Book Production Standard 1.0 was conducted for 18 participants at Cygnet Infotech Pvt Ltd in Ahmedabad in March 2016 by Rebecca Carvalho and Shizanne D'Mello. These guidelines, with modifications, are to become standard for NGOs involved in book production. This also included a Training on creating Accessible Math Books and an orientation on the use of LaTeX.
- The internal Guidelines for XRCVC's Book creation process (XRCVC's Accessible Book Production Standards 1.0) were modified for a larger audience and the same were uploaded on XRCVC's website in March 2017. Alt text was added and an accessible copy of the same was created as well.

Testing and Research

The following accessible softwares / devices were tested during the year by / at XRCVC.

- XRCVC conducted regular discussions with Assistech, IIT Delhi team and with Innovision (IIT Bombay) to evaluate the work on the Refreshable Braille Display devices being developed at both institutions.

- An IDC (IITB) student tested a prototype of his accessible date picker with VI students from St Xavier's College in July 2016. He is trying to build a date picker that can be used by all, including visually impaired people.

- During the same month, Dr Sam Taraporevala and Prashant Naik attended a meeting at Mantralaya called by the Maharashtra government to discuss assistive devices to be provided to blind and low vision persons. Later, they compiled a list of such special devices and sent it to the ministry of social justice.

- In August 2016, a team from Lotus College of Optometry (Juhu) visited XRCVC to conduct preliminary tests for a magnification device with students. They are planning to make a device which can be used by visually impaired persons to carry out their daily activities.

- In December 2016, the centre helped two IDC students to put together a field study for their project, 'Packaging and Visual Impairment'.

- During the same month, Amitabh Sarkar from 5 Feathers Media visited XRCVC to discuss Captcha accessibility.

- In January 2017, Hemant Seta from Band visited XRCVC to discuss the accessibility of his app. Band is being positioned as an alternate Whatsapp.

- During the same month, research was carried out by XRCVC staff on Wikki Stix local production, and the first set of the stiks were made ready.

- Research was also undertaken for accessible rubber tiles during the month. The first phase was completed during the month—where alternatives to the Bayers chemical for cheaper production were identified. Besides, Baishali Gupta and Prashanta Mallik from Covestro made multiple visits to XRCVC during the month to showcase the accessible tactile tiles made by their company.

- Additionally, the centre's 3D printer was shifted to its new location at the IITB-Monash Research Academy, Powai in January 2017. XRCVC and the Academy have entered into a collaboration where the latter will take responsibility to maintain and run the printer.

- Neha Trivedi had an interaction with Abhijit Patwardhan in February 2017 to share ideas on XRCVC's education project. He is currently at a Fellowship in Stanford trying to set up a company for 3D printed models for learning.

- During the same month, the website of Tata Institute of Social Sciences (TISS) was tested for accessibility.

- In April 2017, students from Agnel College tested an app they are developing for independent navigation using Beacons.
- The centre also provided Gujarati Text-to-Speech feedback to Suresh Bazaj.
- An online recruitment test by Deloitte was tested for accessibility.
- IIT Delhi tested its Tactile Diagrams being created for Class 9 Science NCERT Textbook.

Reading Without Seeing

The XRCVC had launched an extremely effective national-level awareness programme in 2012 under the banner of 'Reading Without Seeing', which takes access technologies to blind and low-vision users across locations, and ignites in its audiences the curiosity and basic knowledge to begin their journey of accessing the printed word independently. The programme equips participants with the basic knowhow of a host of assistive technologies.

Table 2: Reading Without Seeing (RWS) Workshops (June 2016 – May 2017)

No.	Organisation Name	Venue	Date	Participants
1	Thane (XRCVC Members)	XRCVC-Viviana Extension	12-Jun-16	13
2	Thane (Vision Insight Foundation)	XRCVC-Viviana Extension	26-Jun-16	23
3	Thane (RCI CRE Teacher Trainees of NAB)	XRCVC-Viviana Extension	30-Jul-16	32
4	Thane (NMMC-ETC Navi Mumbai Muncipal Corporation)	XRCVC-Viviana Extension	15-Oct-16	17
5	Thane (NAB TCTVH)	XRCVC-Viviana Extension	08-Nov-16	9
6	Thane (XRCVC Members)	XRCVC-Viviana Extension	20-Nov-16	17
7	Thane (Ambernath NAB-IDBI)	XRCVC-Viviana Extension	16-Dec-16	14
8	Thane (Marathi Mandir High School)	XRCVC-Viviana Extension	28-Jan-17	23
9	Ambernath (NAB-IDBI)	A - 52/53, Additional Ambernath MIDC, Anand Nagar, Ambernath - 421 506	15-Feb-17	40

1 0	Thane (TCS Corprorate Maitree) ACTC	XRCVC-Viviana Extension	18-Mar-17	15
1 1	Mumbai (Snehankit Helpline for SNDT Women's University)	XRCVC Department, St. Xavier's College	25-Apr-17	10
1 2	NAB India Para Professional and Functional training batch	St. Xavier's College	May 24-17	27
		Total		**240**

(Left) Maharashtra's education minister Vinod Tawde visits XRCVC; (right) a science excitation workshop at St Xavier's

The programme gained added momentum this year with 12 workshops reaching out to 240 persons. These workshops were conducted by the XRCVC team comprising Sushil Pandit, Keshavan Nadar, Aniket Gupta, Vikas Dabholkar, Calveena D'Sylva, Shizanne D'Mello, and Rajni Pandit.

Additionally, XRCVC provided some accessible technology (AT) equipment to a social organisation named Vasudev Ved Pratishthan so that they could showcase the same during their various programmess and exhibition on AT conducted in Malaysia.

Financial Access

Some of the activities under the Financial Access initiative are appended below.

- In June 2016, Dr Sam Taraporevala, Neha Trivedi and Ketan Kothari met the banking ombudsman, Mr R L Sharma in Delhi to discuss how banking could be made more accessible. This was followed by a meeting with Dr Alok Pande, Director, DFS, Ministry of Finance.
- Officials from the Bombay Stock Exchange (BSE) Institute visited XRCVC in December 2016 to explore a partnership for making their courses accessible.

- In January 2017, Dr Sam Taraporevala, Aniket Gupta, and Ketan Kothari travelled to Bangalore to attend the inauguration of State Bank of India's 'Centre of Excellence for PwDs'. They had a fruitful discussion with the chairman of SBI, Arundhati Bhattacharya. Dr Sam was invited to be on the Advisory Panel of the Centre of Excellence.
- Dr Sam Taraporevala, Jatin Shah and Prashant Naik met an IT/ Accessibility specialist for App development) to provide inputs for an ATM locator app.

The first 'You & Eye' cartoon strip which was published in Sunday Mid-day on May 1, 2016 to create awareness about the lives of persons with visual impairment. The strip is published every week in the newspaper.

- In the same month, Calveena D'Sylva helped NCR with checking of Braille labels for their ATMs as requested by Mr Ashok Shankar (Solutions Manager - Financial of NCR)
- In April, XRCVC provided help to ATM manufacturer Perto (Mr Roberto Baur and Mr Vijay Salunkhe) with regards Braille labels.
- Assistance was provided to the Ethiopian National Association for the Blind in their endeavour to develop Accessible ATMs.

Education Access

While Right to Education has become a fundamental right in India, this right is far from being actualized for persons with disabilities. During the year, the XRCVC continued its work towards inclusive education practices and services at school, college and higher education levels. A plethora of activities were conducted during the year in this connection, which are appended below.

- During the year, the XRCVC continued its ongoing work with officials from Rashtriya Uchchatar Shiksha Abhiyan (RUSA) to take forward the mandate of RUSA in ensuring quality in higher education and achieving excellence. Equity through inclusion in higher education is one of the key components under RUSA. In July, RUSA Joint Director Sharad Patil and Ishrat Jahan visited XRCVC to discuss the way ahead for universities. XRCVC also helped RUSA prepare a draft government resolution to build equity for persons with disability. In September, XRCVC

conducted a session on building inclusive education through support services at the higher education level as part of a 'Consultation Meet on Academic Autonomy for Eligible Colleges', organised by RUSA in collaboration with St Xavier's College. XRCVC also provided a demonstration of access technology to the delegates made up of principals and senior officials of various colleges / universities in Maharashtra. During the year, phone and direct support was provided to many universities / colleges education officials from Maharashtra including Shri Shivaji College of Arts, Commerce and Science, Akola; North Maharashtra University, Jalgaon; Shivaji University, Kolhapur; etc.

- During the year, XRCVC created and shared the structure of an Inclusion Cell to be set up at St Xavier's College to the Principal. The same was also shared by XRCVC with RUSA as a model to be shared with other colleges. Subsequently, Dr Sam Taraporevala and Neha Trivedi attended the first meeting of the Inclusion Cell in February 2017. The cell has been set up under RUSA's Equity Project and will look at various efforts to make the college inclusive. One of the first issues taken up at the cell was inclusive examination systems and compiling the data on students with disability on campus. A presentation on the concept of inclusion was made to around 90 faculty members by Neha Trivedi and Dr Sam Taraporevala of the XRCVC and Prof Linda Dhakul from the Dept of Psychology of the college on March 10. In April, the centre, as an active part of the inclusion cell, continued ongoing work on the processes to be followed by the cell. Another presentation was made at the senior college staff meeting on April 29. XRCVC also continued ongoing work with the Examinations Department of St Xavier's College to help some visually impaired students answer their examination papers using laptops.

- The XRCVC through the year continued its ongoing pioneering work in the area of mathematics and science education. Students were provided direct support services. The XRCVC created accessible electronic textbooks, Teaching-Learning Aids (TLAs), and provided conceptual training to these students. In addition, the XRCVC has started creating a TLA resource library for mathematics and science education, starting Std 1 onwards.

- The XRCVC's team on inclusive education comprising Neha Trivedi, Calveena D'Sylva, Rebecca Carvalho, Mimansa Vahia, Aurealia D'Mello and Shizanne D'Mello continued work on the Concept Teaching Manuals (CTMs), which have been designed for use by teachers working with blind or low vision students. Special educators or parents working on a one-on-one basis, as well as classroom teachers and tuition teachers in an inclusive classroom can incorporate the information and ideas from these manuals. These CTMs cover interactive ways to teach concepts to blind or low vision students including the use of Teaching-Learning Aids (TLAs) in the form of activities, real objects, 3D educational toys and models, 2D tactile diagrams, etc.

- Ongoing work continued with students who are part of the XRCVC's comprehensive educational offering. XRCVC also regularly conducted training and sensitisation sessions at Prime Academy, and other institutions like Beacon High School, St John's Universal ICSE School, and Besant Montessori School.

- Calveena D'Sylva participated in a consultation organised by Sightsavers in Delhi in November on the topic 'School Readiness Framework for CVI in IE'. It was an orientation programme on inclusive teaching practices for teaching CVIs in inclusive education.

- XRCVC conducted its capacity-building workshop— 'I For Inclusion' for various stakeholders during the year including the teachers of the Prime Academy (ICSE) school, Marol (in June 2016), the St. Xavier's Institute of Education (in December 2016), and the North Maharashtra University, Jalgaon (in March 2017).

- Dr Sam Taraporevala, Neha Trivedi and Ketan Kothari participated in a full-day consultation conducted in Delhi at the invitation of Sightsavers on the theme, 'ICT for school going visually impaired children in an inclusive setup'.

- Mimansa Vahia commenced a 45-week long intensive training schedule in July for visually impaired persons titled, 'Mathematics for Management Exams Training'. In August, she also conducted a Science Excitation workshop at Victoria Memorial School for the Blind.

- In September 2016, Dr Sam Taraporevala visited the Tata Institute of Social Sciences (TISS) as an invitee to the Doctoral Advisory Committee meeting for the PhD thesis of Ruchi Palan. The thesis focuses on Disabled Students in Higher Education: A Study of Experiences and Aspirations.

- In October, the centre's Special Educators worked closely Mr Purandare of Galord Arts during the month to produce a Geometry kit for VI students for the upcoming trainings. This included an accessible scale and protractor.
- During the year, XRCVC arranged over 100 scribes from nearby schools for the exams of students with special needs at St Xavier's College.
- An orientation visit was organised for 55 second-year BEd students of K J Somaiya College.
- In January 2017 Kabir Nagral, a Grade 10 student at Phillips Academy in Andover, Massachusetts (USA) came to meet Dr Sam Taraporevala and Neha Trivedi. He was recently awarded a fellowship by his school to research learning initiatives for visually impaired students in India and the US. The eventual goal of his research is to identify, adapt and deliver effective and affordable maths and computer learning solutions which will provide job skills for the visually impaired. He was accompanied by his father Ajit Nagral, who heads a company called Sciformix. They were provided specific CTMs and TD research queries to start their work
- The UGC team to review autonomy for the college visited the centre as part of its evaluation. The centre's work came in for high commendation in their report.
- A team from Mumbai University's Local Inspection Committee visited XRCVC in January to learn about the work done at the centre. They were in college to review the affiliation for unaided courses.
- Uma Rao from Mathruchaya Bangalore visited XRVC in January to share and exchange ideas on how they are creating books and tactile diagrams. She explained and demonstrated to Rebecca how Quick Tac and Swift can be used. In turn, Rebecca Carvalho took her through some parts of the research XRCVC has done with creating Thermoform diagrams.
- XRCVC organised a programme for the Marathi Vidnyan Parishad in January on the occasion of National Science Day. A Reading Without Seeing workshop and awareness workshop were conducted on the occasion.
- During the month, XRCVC sent Assistech its first two kits for tactile diagram production.
- Work also commenced on creating teachingtools.in, the online CTM library. The first Wikipage has been set up in this connection
- Work pertaining to book content creation and accessible study material creation continued through the year. Both staff and volunteers are engaged in this work
- Neha Trivedi set up a support group of Higher Education STEM visually impaired and low vision students to start a collaborative process of work.
- Dr Sam Taraporevala was the keynote speaker for a seminar on Science and Technology for Persons with Disabilities at IGNOU. He spoke on the theme of "Science and the Blind, A double-edged sword: The Socio–Technical Challenge".

- Co-ordinated for and held a meeting in March 2017 with Dr Salil Jandyal, Hon. Secretary Mrs Goenka and Mrs Deshpande of Victoria Memorial School to discuss the kind of support XRCVC could provide in the academic year 2017-18.
- Rebecca Carvalho met with 22 teachers from NAB Education Department for their Andheri centre, and oriented the teachers to some aspects of the work being done under the XRCVC Maths-Science Project and also provided a detailed brief about the Maths Science Efficiency workshop.
- XRCVC Maths Science Egroup discussions among members continued through the year. The egroup currently has 63 members.
- Meetings were held in April 2017 with Gregor Strutz and Snehal (an NID student) on the possibility of collaborations to develop a Geometry kit. Key design challenges while designing the ideal Geometry tools for India were also discussed with them.
- In May 2017, Neha Trivedi and Calveena D'Sylva visited St. John's Universal School, Goregaon West, to discuss with the management the various examination and other options for the two VI students in the school. They also met officials of Chatrabhuj Narsee School, Kandivali East, with regards the possibility of admission for a student whose parents had sought help from XRCVC.
- In May 2017, 18 members of the Lions Club of East Bombay visited XRCVC to hand over the Lion's trophy to Shekhar Manjulkar.

Independent Living

Each of us, as we pass through our day, interact with a range of products, environments and services from transport services, to kitchen appliances, and entertainment products. How accessible are these daily living services and products for the visually challenged? The XRCVC's Independent Living initiative questions and works towards rectifying these areas. Some of the activities covered under this initiative during the year are appended below.

- Conducted continuing discussions with Assistech, IIT Delhi and Mumbai First about OnBoard, the accessible announcement system that will help Visually Impaired persons board buses.
- Worked on pilot testing of location identification signages called Beacons. The plan is to have a Mobile Application in place for indoor navigation and identification for blind users. Also coordinated with a firm called NWBT on installing Beacons at Mumbai airport, and worked with a few engineering students on their Beacon navigation project and indoor navigation device.
- Worked with LEAF Design Pvt Ltd on accessibility initiatives with design students.
- Continued ongoing research and development work on visual / auditory / tactile teaching-learning aids and other independent living aids. Worked on integrating diverse technologies which could create a composite system to read through fingers, see through

eyes, or hear through ears. The research also has immense potential for the teaching-learning process as it can promote paired reading and can assist a non-Braille literate person to also function effectively.

- An Art of Living course was conducted in August 2016 for XRCVC members by Prof Sarada of St Xavier's College.
- Point of View conducted a five-day Digital Storytelling workshop for XRCVC members. Digital Story Telling is a creative form of expression, which enables the participants to delve within and talk about one story/ experience / moment that stands out most for them. At the end of five days they were mentored on giving voice to their thought and feeling, scripting their story, and given technical training for producing their digital story.
- XRCVC's suggestions given to the Ministry of Urban Development, Delhi were incorporated in the 'Harmonised Guidelines And Space Standards For Barrier Free Built Environment For Persons With Disability and Elderly Persons – February 2016'
- XRCVC also gave its inputs to Enable India for their Viable summit
- In February 2017, continued ongoing work with Fr Agnel Institute of Engineering and with Mr Sandeep Anand of NBW Tech for Beacon testing.
- Dr Sam Taraporevala and Neha Trivedi met Faizan Zahid from IDC to exchange ideas on accessible bus transport.
- A few engineering students from Swami Vivekananda college visited the centre to discuss their project on independent navigation aid for the blind.
- Ketan Kothari from Sightsavers and Shizanne D'Mello translated E5 E-book prompts from English to Marathi.

Awareness

Creating awareness about the lives and capabilities of visually impaired persons is one of the key areas that will open doors for them in a world where the rules are made for and by sighted people. The XRCVC has been working on a number of such initiatives through its awareness and sensitization workshop Antarchakshu®—The Eye Within.

In May 2016, the XRCVC had launched a comic strip series titled 'You & Eye' as a sensitisation and awareness initiative. Probably India's first comic strip on the lives of visually impaired persons, 'You & Eye' is a collaborative effort between the XRCVC, Jagran Group publication Mid-day, and Pune-based cartoonist, Nala Ponnappa. The comic strip is

Table 3: General Awareness workshops and events

No	Date	Participant profile	Venue	No of Participants	
1	03-Aug	Architecture Students	IES School of Architecture	35	
2	09-Aug	IT professionals	Accenture (Inclusion and Diversity Expo)	80	
3	12-Aug	Design students	IIT Bombay	20	
4	15-Aug	IT professionals	BNY Mellon, Pune	66	
5	15-Aug	IT professionals	BNY Mellon, Pune	36	
6	15-Aug	IT professionals	BNY Mellon, Pune	37	
7	16-Aug	IT professionals	BNY Mellon, Chennai	50	
8	16-Aug	IT professionals	BNY Mellon, Chennai	66	
9	01-Sep	Students	FYBMM students, St Xavier's College	40	
10	13-Sep	Students	Volunteer training for Antarchakshu	122	
11	Sept 18, 19, 20		Antarchakshu at IITB	1734	
12	01-Oct	PhD Students	IITB-Monash Research Academy	27	
13	03-Oct	Corporate staff	Citibank	16	
14	05-Oct	Corporate staff I	Sanofi Pharmaceuticals	27	
15	05-Oct	Corporate staff II	Sanofi Pharmaceuticals	33	
16	20-Oct	Media students	XIC	20	
17	02-Dec	Tata	Bombay House	32	
18	16-Dec	Corporate Staff	Deloitte office, Delhi	26	
19	16-Dec	Corporate Staff	Deloitte office, Delhi	19	
20	26-Dec	IIT students	IIT Delhi's TRYST festival	12	
21	26-Dec	IIT students	IIT Delhi's TRYST festival	20	
22	20-Apr	Retailers	Viviana Mall Thane	48	**TOTAL: 2566**

being published every week in the Sunday edition of Mid-day to a very good response from readers.

In addition, XRCVC conducted its mega sensitisation and awareness event Antarchakshu®
in IIT-Bombay on September 18, 19, 20 (A detailed report on the event is available
separately.)

During the year Antarchakshu® was conducted at many places and for a variety of target groups
covering 2566 participants. (see Table 3).

- In February 2017, XRCVC put up a stall on Accessible Maths and Science at Paradigm
  (the annual science exhibition held at St. Xavier's College). There were approximately 40
  visitors.
- During the same month, Dr Sam Taraporevala delivered a lecture to approximately 90
  advertising students on 'Sight' at ISDI, Lower Parel. The lecture was organised by the
  Indian Advertisers' Association under their five-part lecture series 'Sense'.
- XRCVC participated in an exhibition for the National Science Day at the Homi Bhabha
  Centre for Science Education (HBCSE), and put up a stall on inclusive Science
  education, with focus on accessible tactile diagrams and demonstration on performing
  accessible light experiments.
- In May 2017, Dr Sam Taraporevala and Aniket Gupta visited Hyderabad to attend the
  first Accessibility summit organized by Microsoft in collaboration with Sarthak
  Education Trust. Dr Taraporevala gave a talk on First Perspective: 'What we need. What
  we don't need'.

Networking

- Dr Sam Taraporevala and Neha Trivedi met Mr Mukesh Jain and Mr Sanjay Singh,
  MSJE at Department of Empowerment of Persons with Disabilities in Delhi to
  discuss accessibility initiatives.
- Dr Vinay Saini from IIT Bombay (Nanobios Lab, Dept of Biosciences &
  Bioengineering), visited XRCVC in October 2016 to familiarise himself with the
  activities of the centre. He also introduced Dr Sam Taraporevala via email to Prof
  Amir Amedi and Tomer Behor from BrainVisionRehab.com, who are working on
  an assistive device called the Eyecane.
- Satish Kanamadi from TISS and two of his colleagues visted XRCVC to gain
  insights into how they could improve their Assistive Technologies Centre, the MK
  Tata Centre for the Visually Challenged.
- Additionally, Dr Sam Taraporevala and Aniket Gupta visited Delhi in December
  2016, where they attended a meeting at MSJE to discuss assistive devices for the
  blind, held discussions at Saksham with Dipendra Manocha and others on
  accessible mobile phones, and attended the unveiling of the accessible metro map
  in Delhi's Patel Chowk station. The map has been developed by Assistech - IIT
  Delhi.

- In January, Aradhana Lal from Lemon Tree Hotels visited XRCVC to discuss career opportunities for disabled persons at Lemon Tree.
- In February, Shahin Shaikh, Secretary, NAB Modal Research and Rehabilitation Centre, Nashik visited the centre to understand the work at XRCVC.
- Jinisha Chedda (Director - Kandivali Sol's Arc) visited the centre on February 10
- Sushil Gangawane from Navi Mumbai Muncipal Corporation visited the centre on in February seeking assistance to set up a resource centre in Vashi.
- Mark Mascarenhas, Opthalmologist from Swaraashi Netralaya, visited XRCVC to enquire whether he could refer his patients to the centre.

Conclusion

We would like to extend our gratitude to our funders, partners, and sponsors who have played a major role in making us what we are today. We would like to specially thank Great Eastern CSR Foundation, Tata Capital Housing Finance Limited, Sightsavers, Dhun Pestonji Parakh Discretionary Trust, a contribution by Armaity Keki Namver in memory of her brother late Hoshang Keki Namver, Godrej Industries Ltd, SBIMF Funds Management Pvt Ltd, NCR Corporation India Pvt Ltd, Lions Club of East Bombay, Center for Internet and Society (CIS), Banoo N Daroga, RUSA Maharashtra, TATA Sons Ltd, Suryavanshi Ads & Promotions LLP for supporting our various projects.

A big thank you to our large pool of volunteers as well. Their commitment ensures that a small organisation like the XRCVC is able to make a significant contribution and touch the lives of countless people all over the country.

In conclusion, our deep appreciation goes out to St. Xavier's College—the management, staff members and students, for demonstrating to educational institutes all over the country how a centre of learning can be truly inclusive to persons with disabilities, particularly blind and low-vision persons. Special thanks to Dr Agnelo Menezes, the principal, whose ongoing support and guidance has helped the XRCVC continue as a centre of excellence of national repute.

<div align="right">

Director
Dr Sam Taraporevala

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