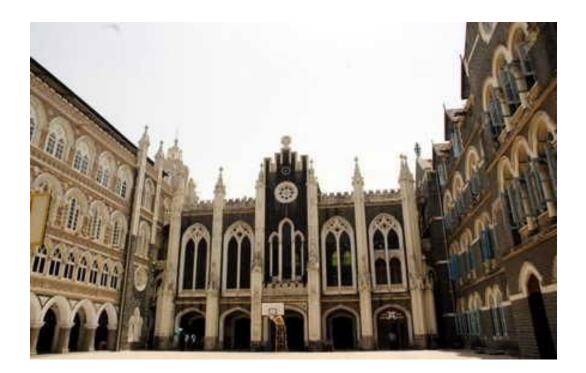# ANNUAL QUALITY ASSURANCE REPORT

2017 – 2018

St. Xavier's College, (Autonomous)
5, Mahapalika Marg,
Mumbai 400 001, INDIA.
Tel. 022-22620661 Fax: 022-22659484
E-mail: admin@xaviers.edu ; iqac.coordinator@xaviers.edu
Website: www.xaviers.edu

Contents

Annexures

Part – A

AQAR for the year: 2017- 2018

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.

022-22620663/65

Name of the Head of the Institution:

DR. AGNELO MENEZES

Tel. No. with STD Code:

022-22620661

Mobile:

9220439704

Name of the IQAC Co-ordinator:

DR. (FR.) ROY PEREIRA s.j.

Mobile:

9004216149

IQAC e-mail address:

iqac.coordinator@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:

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

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

1.6 Accreditation Details

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

* Extension granted upto 20th October 2020 wide reference letter no: NAAC/LP/Ext.-validity/2017

letter dated 16th October 2017
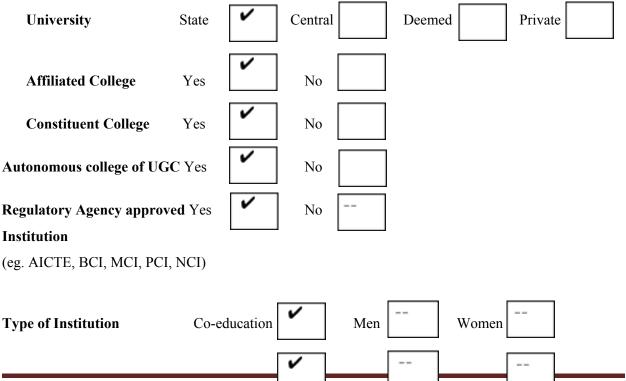
1.7 Date of Establishment of IQAC:

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)*

1. AQAR   2007 – 2008 on 15/02/2013
2. AQAR   2008 – 2009 on 15/02/2013
3. AQAR   2009 – 2010 on 15/02/2013
4. AQAR   2010 – 2011 on 15/02/2013
5. AQAR   2011 – 2012 on 29/09/2013
6. AQAR   2012 – 2013 on 29/09/2013
7. AQAR   2013 – 2014 on 30/05/2016
8. AQAR   2014 - 2015 on 30/05/2016
9. AQAR   2015-2016 on   13/04/2017
10. 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 Yes [✔]   No [--]
Institution
(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)

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

1.13 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-Special Assistance Programme [--]   DST-FIST [✔]

UGC-Innovative PG programmes [--]

UGC-COP Programmes [--]

Any other (*Specify*)

DBT-Star

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

1

2.5 No. of Alumni

1

2. 6 No. of any other stakeholder and

community representatives

1

2.7 No. of Employers/ Industrialists

--

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. 23   Faculty 7

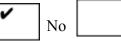**Non-Teaching Staff** 2   **Students** 5 **Alumni** 2 Others 7

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. [5] International [--] National [1] State [--] Institution Level [4]

National level:

- A workshop on "Visioning " held on the" 3rd of February, 2018, for Principals, Vice Principals and senior academicians

Institutional level:

- Yogini Ghare, Deputy Registrar – CONCOL Section gave a talk on CAS API score keeping and service condition on 22nd December 2017

- Young Teachers' Seminar on 7th Sep. 2017- the sessions were Ignatian Pedagogical paradigm, teaching methodologies at Xavier's.

- Young Teachers' seminar on 'Review of teaching and learning in the classroom' on 14th March, 2018 - - Teaching methods, classroom teaching, interaction with students, treatment of syllabus, discipline, workload/ slash exam pattern, sample question paper interaction, interactions with colleagues in the department

- Faculty Seminar on 'Visioning for College – Xavier's @ 150' on 23rd Apr. 2018 conducted by Fr. Keith D'Souza, SJ. All staff members participated.

2.14 Significant Activities and contributions made by IQAC

- Stocking of study packs in the library: essential readings, drawn from different sources, to cover the syllabus

- Bloom's 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.

- Discontinuation of roll number for students and usage of a single UID no. from entry point of graduation for both UG and PG

- 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).
- Uploading of student attendance information online with parental access.
- Display of student 'Course-wise Attendance Grade' on semester Grade card.
- Provision for photocopy of the Answer Paper on request and/or challenge of the assessment.
- Conduction of regular Faculty Seminars and Workshops to upgrade skills and to evolve better methods and processes of teaching-learning-evaluation.
- Encouraging the 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 extracurricular activities.
- The continuance of the Honours Programme for students, a co-curricular activity consisting of 7 credits, earned over 3 years
- Fostering interdisciplinary learning by a mandatory 3-credit Cross Faculty course for all students in the fourth semester
- Promoting communication in science by a mandatory 3-credit Scientific Communication Skill course for all Science students in the third and fourth semesters.
- Encouraging Field trips, industrial visits and guest lectures to make academics more experiential.
- Recognition of Internships as experience of a 'work culture' in industry by mentioning it in the consolidated marksheet.
- The encouragement of research among faculty and students - applying for funding for research projects, presentation of papers at conferences and serving as resource persons in other institutions.
- Providing an opportunity for publication by the Faculty in an annual peer reviewed research journal Xplore.
- Encouraging the publication of department magazine/journal for student articles.
- Decentralization- 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
Setting up of departmental quality assurance cell	Task completed and DQAC coordinator appointed
Review readiness for inclusion	Accessible study material being created Sensitizing faculty to the challenges of faced by students with disabilities (SWD) Self-motivation session for students with disabilities Computerizing the exam
International symposium/ National level seminar in Jan 2018	-International Symposium On "Developments in the -Neurological Sciences and the New Interpretation of the Spiritual Dimension of Humans." From 9-11 February 2018 at St. Xavier's College, Mumbai -A One-Day National Conference: 'Developmental Disabilities and You' held on 22nd Jan, 2018 by the Dept of Life Science and Biochemistry
Encourage collaborative programmes with International Universities	-New MOUS signed with Foreign Universities -Ottawa University, USA; -Sophia University, Japan; -The Universidad del Salvador, Argentina; -The Regents of the University of California, USA; -UC Berkeley Summer Session Agreement, USA; -Harvard College in Asia Programme Agreement, USA.
Promote learning additional Courses through effective technology	-Workshops on handling software packages SPSS, R conducted by the department of statistics for faculty of the college -Bioinformatics training workshop for UG students of Mumbai University by Department of Biotechnology -E- learning content development for one course and its implementation for SY B.Sc. IT by Dept of Information technology -GIS workshop organized for the faculty of college by Botany Department.
Gender Sensitization Processes	Gender sensitization session was conducted for the staff by Dr. Fr. Keith D'Souza S.J.
Student Support Services	-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. - A doctor on call 24/7 -Insurance for all students
Examination Reforms	-Introduction of the option to avail of computerized exam facility for the student with disabilities -Exam facility made available on ground/ first floor -Modification of terms of moderation

College calendar of the year 2017- 18 (Refer 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: The IQAC was discussed at the Academic Council Meeting and the Governing Body and the suggestions made were incorporated in the final report.

Part – B

Criterion – I

Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	No. of existing Programmes	No. of programmes added during the year	No of self-financing programmes	No. 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 and Ancient Indian Culture

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

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

PG Self Financing: Biotechnology, Public Policy

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

Diploma: Forensic Science and Criminal Law, Gemmology, Conserving the heritage of India

Certificate: Practical Gem Appreciation and Identification, Forensic Science, Ancient Indian Culture and Archaeology, Intensive English Language Course, Siddham Script, Modi Script

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 (Choice Based Credit System) wherein a student majoring in any subject can choose an applied component from among the whole pool if they meet the eligibility criteria, without compulsorily taking the Applied Component offered by his/her Department.

A Cross Faculty Course offered in the fourth semester to all UG students is by the 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	03

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

- The feedback from the Alumni and parents has been oral. The parents of all students are invited to the college to interact with the faculty and management representatives at the Parent –teaching meeting and at the Orientation programme for the First-year students of the undergraduate programme.

- The results of student feedback on the teaching of various courses is conducted through the teaching Assessment Questionnaire every year for unconfirmed faculty and every alternate year for all teachers of the Science/Arts/Commerce faulty. This feedback is analysed and the analysis is discussed with the concerned staff member by the principal/VP-academics. The reports are confidential.

- Feedback of the non-teaching staff is done every year by the Head of the department they are assigned to. This confidential report is submitted to the principal.

- The placement cell organizes sessions for several companies to interview/recruit students. These agencies informally inform the placement officer about what they are seeking. The placement officer communicates this to the departments concerned. All communication is oral/email.

- In addition, serval departments seek student feedback from companies where their students have interned/laboratories where they have worked on projects.

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

Revisions take place in each subject when required with an in-depth evaluation of the syllabi done every three years to see if changes in the academic world are reflected at least in part, in the syllabi. Syllabi are studied across three years to look at the build-up and flow of subjects that are carried forward from one year to the next and also horizontally across a given year to look at the interplay between the various courses taken by the student at a given point of time.

Amended Syllabi: 2017-18: The following Under Graduate departments have amended the syllabi of few courses in their respective subjects in the year 2017-18:

1. Psychology
2. Ancient Indian Culture
3. Political Science
4. Mathematics
5. Statistics
6. B. Voc (Tourism)
7. B. Voc (Software Development)
8. English
9. Economics
10. French
11. Sociology
12. Physics
13. Life Sciences
14. Botany
15. Information Technology
16. Management Studies
17. Mass Media

The following Post Graduate departments have amended the syllabi of few courses in their respective subjects in the year 2017-18:

1. Microbiology
2. Biotechnology

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

--NIL-

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Assistant Professor	ssociate Professor	Professor	Others
89	47	41	01	-

2.2 No. of permanent faculty with Ph.D. 52

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

Assistant professor		Associate Professor		Professor		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	10	0	0	0	3	0	0	0	13

2.4 No. of Guest and Visiting faculty and Temporary faculty 33 45 17

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	17	28	43
Presented papers	24	17	4
Resource Persons	9	12	24

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

- Presentations that maximise the use of multi-media.
- Animations, videos, movies, Ted talks, online lectures.
- Debates, Role plays, Poems, Games, Mind Maps.
- Working models and Model-making.
- Chalk-and-talk with detailed explanation
- Use of clicker technology to enhance class participation and get immediate feedback.
- Use of Google classroom
- Experimental demonstrations of high-end/ sophisticated experiments/ experimental procedures and techniques.
- Field trips & Industrial visits.
- Teaching through workshops eg: Conservation Workshops, Paramparik Karigar
- Presentation and pitching of a business plan
- Interactive learning through questions and discussions ('Questioning approach').
- Experiential learning through research projects, surveys, internships etc. is strongly promoted
- Learning through critical analyses of real-life case studies, recent newspaper articles, book and literature reviews.

- Kagan Cooperative Peer-learning Techniques – Round Robin, Round Table, Jigsaw, knowledge café, Buddy system of learning
- Flipped classroom approach
- Self-analysis

2.7 Total No. of actual teaching days   during this academic year | 180 days |

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

- Masking of Answer Papers
- Double Blind Evaluation and Bar coding for the third year
- Open Book examination
- Online Multiple-Choice Questions
- High speed Sheet-feeder Scanners and OMR software for evaluation of MCQs
- Issuing of exam numbers to facilitate smooth seating arrangements during examination.

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

| 91 |

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)				
		Distinction %	First %	Second %	Pass %	Pass %
Bachelor of Arts (B.A.)	361	44	31	20	1	96%
Bachelor of Science (B.Sc.)	253	43	20	30	2	95%

Bachelor of Commerce (B.Com.)	103	6	2	14	44	66%
Bachelor of Management Studies (BMS)	62	48	34	13	0	95%
Bachelor of Mass Media (BMM)	75	21	41	23	0	85%
Bachelor of Information Tech. (B.Sc. IT)	40	10	40	38	8	96%
Bachelor of Vocation Tourism (BVT)	11	18	46	18	18	100
Bachelor of Software Development (BVS)	53	42	34	21	0	97%
M.Sc. Botany	21*	10	33	43	5	91%
M.Sc. Geology	36	14	31	39	3	87%
M.Sc. Life Science	18	50	6	33	11	100%
M.Sc. Microbiology	21*	57	10	24	5	96%
M.Sc. Biotechnology	29	69	14	14	0	97%
M.A. Ancient Indian Culture (A.I.C.)	20	70	20	10	0	100%
M.A. Public Policy	37	30	19	30	3	82%

* inclusive of repeaters

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

- Regular student feedback is obtained via the Teaching Assessment Questionnaires (T.A.Q.) and statistically analysed. Thereafter the Vice Principal –Academics (who are members of the IQAC) as well as the Head of the Department discuss the analysis with the concerned professors. Wherever necessary guidance is provided for the same

- A feedback of the teaching is also obtained from a senior teacher/HOD who sits in on one of the lectures of a new teacher. The feedback is shared with the Vice Principal – Academics and the teacher in question, followed by a discussion and mentoring by the HOD and the VP

- Seminars/Workshops are planned for new Teachers

- 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	04
UGC – Faculty Improvement Programme	02
HRD programmes	-
Orientation programmes	03
Faculty exchange programme	-
Staff training conducted by the university	02
Staff training conducted by other institutions	04
Summer / Winter schools, Workshops, etc.	15
Others -Faculty visiting other Universities in India	06

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	43	5	NIL	NIL
Technical Staff	47	2	NIL	NIL

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in sensitizing/promoting research climate in the institution

- A Research Committee has been constituted that supports Faculty engaging in research by assisting in the application for Research Grants from UGC, University and other such institutions.
- A well-equipped instrumentation facility has been made available for the use of faculty, research scholars, post graduate students and undergraduate student (under supervision).
- Research lab (Caius research lab) has been made available for faculty to pursue their PhD/research
- The services of a research consultant in biology (Dr. Vishwas Sarangdhar) were acquired to provide scientific guidance to teachers who were new to research/ new to proposal writing/wanted to move into an alternate field of biology in which they lacked expertise etc.
- Teachers were encouraged to get their PhDs by actively promoting application for the FIP fellowships.
- Seed money was made available for faculty desiring to do research.
- A Bio-Safety Committee was instituted to examine research proposals in biology and ensure compliance with the guidelines laid down by the DBT.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	1	-	-
Outlay in Rs.	-	12,30,000/-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	3	3	--	-
Outlay in Rs.	41,800/-	7,25,500/-	-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	29	16	2
Non-Peer Review Journals	0	2	2
e-Journals	8	1	1

Conference proceedings	5	8	0

3.5 Details on Impact factor of publications:

Range 0.22- 8.074   Average 3.00   h-index 29   Nos. in SCOPUS 10

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

Nature of the Project	Duration	Nature of the Project	Amount sanctioned	Received
Major Projects		UGC	12,30,000/-	12,30,000/-
	1 year	DBT	8,00,000/-	-
Minor Projects	2 years	UGC	4,80,000/-	3,00,000/-
Minor Projects	1 year	University of Mumbai	60,000/-	24,000/-
			75,000/-	30,000/-
			30,000/-	12,000/-
			70,000/-	28,000/-
Interdisciplinary	7 months	Das Associates & Architects	--	-
Industry sponsored	1 year	Harmony organic Pvt. Ltd Pune	3, 85,000/-	3, 85,000/-
		Great Eastern Foundation	5,50,000/-	5,50,000/-
Projects sponsored by the University/ College	--	--	--	
Any other (Specify)		IUAC, New Delhi	TA-DA to wor at IUAC, New Delhi	

3.7 No. of books published   i) With ISBN No. 19   **Chapters in Edited Books** 06

ii) Without ISBN No. --

3.8 No. of University Departments receiving funds from

UGC-SAP NA   CAS NA   DST-FIST NA

DPE [NA]   DBT Scheme/funds [NA]

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

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

3.10 Revenue generated through consultancy   [Rs. 3,15,000/-]

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	1	4	2	5	2
Sponsoring agencies	IISR, Delhi	SBI, UBI Friends of Trees Verushka Foundation; Desai Foundation for Change	Quick Work Technologies, Dept of Biotechnology		

3.12 No. of faculty served as experts, chairpersons or resource persons [65]

3.13 No. of collaborations: International [06] National [07] Any other [ ]

3.14 No. of linkages created during this year [04]

3.15 Total budget for research for current year in lakhs:

From Funding agency [--]   From Management of University/College [--]

Total [--]

3.16 No. of patents received this year

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

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
--	--	--	--	--	--	--

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

9

17

3.19 No. of Ph.D. awarded by faculty from the Institution   2

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

JRF   -   SRF   -   Project Fellows   -   Any other   -

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   --   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   `51`

NCC   `NIL`   NSS   `NIL`   Any other   `NIL`

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

- Institutional SIP programme:
- Department SIP programme:
  - Engagement with municipal school/public for teaching/increasing awareness /preparations of teaching aids
  - Spreading financial awareness among the financially illiterate
  - Peer learning / coaching
  - Environmental awareness, water potability and clean-up drive
  - Health awareness

**(*Annexure III)*

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	1	Star college grant	18
Seminar Halls	3	-	-	3
No. of important equipment's purchased (≥ 1-0 lakh) during the current year.	--	07	College fund & grants	07
Value of the equipment purchased during the year (Rs. in Lakhs)		117.67 Lakhs	College fund & grants	117.67 Lakhs

4.2 Computerization of administration and library

- Syllabi are uploaded on the web site after they have been approved by the Board of Studies and ratified by the Academic Board.

- All notices and announcements go on the website as well as the signages.

- A 'Parents Login' option has been made available to the legal guardians of students to enable them to track the attendance of their wards.

- Schedules, Seating Arrangements and other notices regarding examinations are displayed on the website.

- N-list online SLIM software for library. The online library catalogues have helped hasten the process of searching for books, and made it much easier to determine the availability of a book.

- A live broadcasting of Graduation ceremony 2016 was taken charge of and organised by the Knowledge Centre.

- Collation and uploading of marks online have made it possible to declare results in time as marksheets can be generated much faster. Also, errors in mark entry have reduced.

4.3 Library services:

	Existing Till 2016-17		Newly Added 2017-18		Total	
	No	Value (Rs.)	No	Value (Rs.)	No	Value (Rs.)
Text books	98837		882	8,63,337/-	99719	8,63.337/-
Reference books						
E-books	11	410918			11	410918
Journals	Bound Volumes (8566)					
E-journals						
Digital database	N-LIST (INFLIBNET)	5900/-				5900/-
Cd & video	511 (Along with books)		4 along with books		515	
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	404	5	45 Mbps	1	1	5	23	19
Added	43	1	-	-	-	-	-	-
Total	447	6	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.)

Refer – Annexure IV

4.6 Amount spent on maintenance in lakhs:

i) ICT   25,19,206/-

ii) Campus Infrastructure and facilities   45,47,511/-

iii) Equipment   72,56,606/-

iv) Others   90,82,380/-

Total: 1,88,58,192/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC is involved in setting up of, monitoring and suggesting areas for closer attention in several of the facilities and systems discussed below:

- The counselling facility run by Fr. Terrence Quadros and his team, provides emotional support, coping skills and guidance to all students and faculty on campus. The centre with its 'open door' policy encourages students to walk in to share and deal with any difficulties they might be facing. It also helps outstation students find accommodation.

- A language lab facility enables students to strengthen their communication in English. Although the admission to the facility is completely voluntary, the college runs a diagnostic test on students

at the entry level, and faculty are asked to watch out for students with inadequate language skills and encourage them to avail of the facilities in the language lab.

- Separate Common rooms for Girls and Boys. A sanitary napkin vending machine was installed in the girls' common room following a representation from the students 'council.

- A cafeteria, with a substantial variety of food and no aerated beverages, caters for varied palates and offers considerable healthy eating options.

- A Women's Development Cell that helps to empower women and provides a platform to address their concerns/complaints confidentially.

- Safe drinking water facility is made available at every alternate floor in the college. A routine test of water quality from all the drinking water outlets on campus, is undertaken at regular intervals by the Department of Microbiology and the report is discussed with the appropriate authority for further action.

- There is a mentoring system in place where the students are assigned teachers who will guide and assist them in addressing concerns that may be academic or related in some way to their hours on campus.

- The XRCVC (Xavier's Research Institute for the Visually Challenged), a nationally recognized premier facility spearheaded by Dr. Sam Taraporvala, is constantly exploring boundaries and innovating itself to extend its reach and include all differently abled students 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. It is also known for its pivotal role in enhancing the confidence levels of differently abled students.

5.2 Efforts made by the institution for tracking the progression

- The tracking of student progression is by and large handled at the level of individual departments that maintain a record of the same.
- Several departments maintain a database of the progression of students.
- The Alumni Association and the Xavier's development cell also engage with the alumni.
- The Placement Cell arranges job fairs in collaboration with employers.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
3309	320	17	81

(b) No. of students outside the state 735

(c) No. of international students 81

No	%	No	%
1452	40	2175	60

Men   Women

Last Year							This Year						
General	minority	SC	ST	OBC	Physically Challenged	Total	General	Minority	SC	ST	OBC	Physically Challenged	Total
1529	1379	110	75	225	50	3368	1689	1549	142	104	214	114	3812

Demand ratio: 8.84% (Entry level)   Dropout: App 5 %   (Entry level)

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

No. of student beneficiaries   49

On behalf of the 30th year of its service, the commerce section started a coaching centre in the academic year 2017-18 to prepare those aspiring to write competitive examinations such as UPSC and MPSC. The coaching classes were conducted twice a week throughout the year by the faculty of the commerce section.

Geology Department conducted training for Jam and Net exams by experts from IIT and faculty in the department.

5.5 No. of students qualified in these examinations

NET 08   SET/SLET 04   GATE 11   CAT 1

IAS/IPS etc --   State PSC --   UPSC 1   Others 15

5.6 Details of student counselling and career guidance

- The counselling facility run by Fr. Terrence Quadros and his team of trained counsellors, provides emotional support, coping skills and guidance to all students and faculty on campus. The centre with its 'open door' policy encourages students to walk in and to share their problems, seek assistance in dealing with any difficulties they might be facing or just take time to sit quietly.

- It helps outstation students find accommodation.

- The centre also conducts vocational and career guidance sessions for students who have completed the Xth/XIIth standard exams, after studying the results of psychometric tests that were administered to the students. A fair amount of personal counselling is also done. The applicants are largely from St. Xavier's College, but a several non Xavierites do avail of the facility.

- Orientation talks are given not only to all freshers who have joined the college (FYJC, FY degree, Communication Institute) but also to teachers and parents in schools.

- In addition to the efforts of the Counselling centre, career guidance is also undertaken by individual departments for a more subject specific guidance and by the designated teacher mentors.

No. of students benefited	• About 2000 for career guidance, about 500 for personal counselling and about 600 for Orientation talks and student refresher courses.
	• Almost 80-90% through departments and mentors

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
79*	404	108	36*

*Includes Companies which visited the campus for an on-campus hiring process and companies which approached the Placement Cell, however, the placement processes were held at their offices for their convenience.

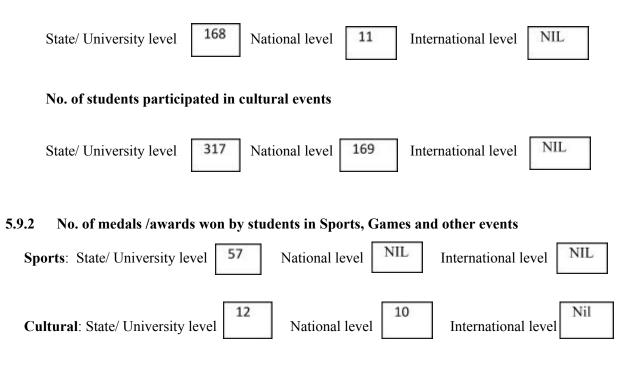| Details	No. Of Companies	Students Placed
Total No. Of Companies visited the College for On-Campus hiring process	33	108

Total No. Of Companies held the Placement Process at their Offices for their convenience for hiring students	44	28
Pool Campus (Infosys & Capgemini)	2	8
Total	79	144

5.8 Details of gender sensitization programmes

- Gender sensitization was conducted for the staff by Dr. Fr. Keith D'Souza S.J. A two-hour session dealing with queries and situations that staff needed to be apprised met with a mixed response from the faculty, there would a reason to rework the strategy and pattern for organizing this for the staff. The staff did request to be acquainted with the college policy of dealing with complaints.
- The program for students was conducted by Prof Ruby head of dept of Psychology. It was an eye opener for many first-year students.

5.9 Students Activities

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

State/ University level   168   National level   11   International level   NIL

No. of students participated in cultural events

State/ University level   317   National level   169   International level   NIL

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

Sports: State/ University level   57   National level   NIL   International level   NIL

Cultural: State/ University level   12   National level   10   International level   Nil

5.10 Scholarships and Financial Support

	Number of	Amount

	students	
Financial support from institution	187	4,17,550/-
Financial support from government	947	6,31,338/-
Financial support from other sources	---	----
Number of students who received International/ National recognitions	12	----

5.11   Student organised / initiatives

Fairs: State/ University level $\frac{1}{2}$ National level   2   International level   --

Exhibition: State/ University level   1   National level   --   International level   --

5.12   No. of social initiatives undertaken by the students   12

Refer Annexure V

5.13 Major grievances of students (if any) redressed:

● Student representation on SIP led to reduction of SIP hours from 60 hrs to 45+5 hrs
● Petition raised by college to the BMC and Mumbai Police to ensure greater safety of students using the subways around college led to installation of CCTV and permanent deployment of security guards in the subways.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

To form an academic community that creates a way of life on campus that will contribute internationally to a just society, through its teachings, research, cultural and extension activities, in collaboration with other like-minded people.

6.2 Does the Institution has a management Information System: YES

We have invested in an ERP system for the college from the academic year 2017-18. We began the same with only MSc part I students for the academic year and all data management for the same starting from Online applications to admissions to report and marksheet generation was handled by the ERP.

The name of the company from we have obtained the ERP services is IOLITE technologies Ltd., Bangalore.

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

6.3.1 Curriculum Development

- The construct of the Boards of Study brings professionals from varied fields to the table to help draft syllabi that are in sync with the changing face of industry and academia.
- Regular Board of Studies meetings held by all departments, at least one in an academic year, ensure that revisions can be introduced rapidly following a review of the changes implemented.
- A compulsory cross faculty programme in the second year allows students to explore and enjoy subjects that they would not otherwise have had an opportunity to study.
- Special courses over the first and second year lead the students through a journey of sensitization with particular attention being paid to Value systems, Human rights and the Environment.
- Recognizing the need to allow students to explore subjects of their interest, the Choice Based Credit System followed at the second-year level with respect to the cross-faculty courses, is extended in the third year to the applied component.
- There is a constant exploration of new course possibilities as witnessed by the introduction and continuation of the highly popular course on 'Introduction to Neuroscience' and the Master's program on Public Policy.

6.3.2 Teaching and Learning

Teachers use a combination of the strategies listed to make lectures interesting and optimise learning. Some of the methods were taught in college in staff seminars, some were learnt when the faculty were sent by the college to attend workshops conducted by other institutes, some are

approaches that were discovered by staff and tested out in class while others might have been imbibed in peer sharing workshops.

- Introduction to and training of teachers in the use of the technology that is available for enhancement of teaching and learning e.g. Clickers, Smart boards, Animations, Videos, Movies, Ted talks, online lectures, Virtual dissections etc.
- Using a judicious mix of Traditional (chalk and talk, debates, Q andAs etc.) Innovative (critical analysis of real-life case studies, recent newspaper articles, flipped classroom etc), Creative (Role plays, Poems, Games, Mind Maps etc.) and Technologically advanced tools to disseminate knowledge.
- Making all the lecture rooms in college ICT enabled.
- Promoting experiential learning through research projects, internships etc. and Inquiry–based learning through surveys, opinion polls, case studies.
- Facilitating Cooperative Peer-learning with techniques such as Round Robin, Round Table, Jigsaw.
- Encouraging and promoting Field trips, Industrial visits and internships.
- Introducing self-analysis as a powerful tool in the holistic development of the student

6.3.3 Examination and Evaluation

Examination:
- Exam Committee Composition
- Exam seating arrangement & unique exam number
- Alternate modes of examinations for students with Disabilities (SWD)
- Modification of internal examination pattern for first year undergraduate students
- Examination process- Reading time

Evaluation
- All ESE answer papers are surrendered to a custodian committee for distribution to the faculty at a centralized assessment facility. Internal assessment papers are distributed by the controller of examinations.
- Internal assessment papers/assignments etc. may be corrected on/off campus, however the ESE papers have to be assessed on campus at a centralized assessment facility.
- A model answer has to be provided for ready reference of a moderator/double blind examiner at the time of submission of corrected manuscripts of the ESE to the custodian committee.

- Following the declaration of results, an analysis of student performance in each course is presented to the faculty of the respective department. The Principal and Vice principal for academics or the head discusses the results with the faculty.

- Students are shown their assessed answer papers (CIA and ESE) so that they have more detailed feedback on their performance.

- To ensure transparency and reduce subjectivity in assessment of assignments and oral presentations, grids have been prepared that provide a framework for marking the students. As the grid tells the student which areas, he/she needs to work on, it has been found to be very useful for a student who strives to better his/her performance at the following examination.

(Refer Annexure VI)

6.3.4 Research and Development

- The IQAC recognized the need for a dual approach to research, which on our campus is bilayered. On the one hand, there is a recognition of the need to develop a research culture amongst the students and hence an effort is made to expose the undergraduate students to research which might not be new to the discipline though it may be new to them. On the other hand, the faculty, the doctoral students and post graduate students engage in research that is new to the discipline.

- The Caius research lab was encouraged to hold a co-curricular Honour's programme for UG and PG students. Two such programmes – a basic and an advanced were conducted and very well received.

- A patent was applied for and an attempt was made to generate patents and products with a potential for commercialization.

- 74-Papers and abstracts were published in National and International Journals and 45 presented in / international / National Seminars and Conferences

- Two Research scholar was awarded a Ph. D. from the Botany and Geology Departments

- Ten research projects were sanctioned from government and non-governmental agencies

6.3.5 Library, ICT and physical infrastructure / instrumentation:

- Computerized   database of the books in the library, for easier search and retrieval of books

- 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. Peer learning cubicles.

- The lending library houses Web-OPAC for information search, paperback library and a print and non-print media library.

- Subscription of N-LIST facility through which e-journals and e-books for faculty members, researchers and senior PG students.
- Segregation, conservation and ongoing digitalization of rare, old and valuable books in Dept of Botany, Heras Institute and Library of the college.
- ICT is available in all the classrooms.
- The staff room has been extended to provide extra space which is often used by staff for Group Discussions
- Multimedia media rooms, Recording studio, language lab
- Ongoing digitization of herbarium specimen of Blatter Herbarium

6.3.6 Human Resource Management

- The staff Council is active and ensures that the staff are kept well informed about facilities that they can avail of, rules for promotion etc.
- The purchase of ERP software for student and personnel management to streamline the processes of admission, attendance, declaration of results etc.
- Staff placement committee was constituted to aid the administrative staff in organising the files of faculty due for promotion

6.3.7 Faculty and Staff recruitment

In order to employ committed and dedicated individuals and keep the teacher student ratio as high as possible, information regarding vacancies has been sent to the Joint Director's office. However, as appointments have yet to be sanctioned, the management has appointed staff on an ad hoc basis to complete the curriculum.

List of new appointments in the Degree College for the academic year 2017-18:

Teaching staff approved by the University: NIL

- Adhoc appointment of full-time teaching staff by the management: 17
- Teaching staff appointment on clock hour basis by the management: 1
- Non-Teaching staff approved by the Jt. Director of Education: NIL
- On Management Non-Teaching staff: NIL

6.3.8 Industry Interaction / Collaboration

All departments and research labs are encouraged to engage with organizations on projects that may be scientific/social/environmental/educational/ media based/ HRD related etc. This culture is nurtured and actively promoted.

- The research consultant of the Caius lab was urged to establish collaborative ventures with industry. (e.g. Harmony Organics Pvt Ltd, Pune). Department of Botany has MOU's with one international organization and four MOU's with Institutes in India (*Refer Annexure VII*)
- Through the Quest for Excellence Programme/ department co-curricular activities guest speakers from various fields including Industry were invited to share their experiences
- The construct of the Board of Studies of each department has a representative from the industry.
- Students were encouraged to take up an Internship with a research lab/organization/ company as a work experience during their summer break between semesters four and five. If required, the faculty assisted them in obtaining these internships.
- Industrial visits and field trips are mandatory in some syllabi.
- The Social Involvement Programme has collaborated with several NGOs.
- The Xavier's Centre for Visually Challenged (XRCVC) is engaged in several CSR activities.

6.3.9 Admission of Students

- There is an Online registration for BA, BSc, BMM, BMS, BSc.IT.
- The ERP was introduced for PG admission
- Entrance tests are conducted for BMM, BMS.
- Admission to the other courses of college (without entrance test) solely based on merit.
- The college exercises Minority privilege and the balance 50% follows the state Reservation policy.

6.4 Welfare schemes for

Teaching	--
Non-teaching	2,50,538/-
Students	1,47,920/-

6.5 Total corpus fund generated; 2,75,000/-

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	Yes	TAQ committee
Administrative	No	No	No	No

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

For UG Programmes   Yes   No   ✔   ☐

For PG Programmes   Yes   No   ✔   ☐

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

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 for assignments and presentations (individual/group): 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.
- Alternative modes of examination for Students with disabilities

Quality Mechanisms for End Semester Examination:

- Masking of Answer Papers
- Centralised Assessment of Papers
- Moderation of Assessment through External Examiners (top four marks, 20% of remaining papers)
- Double blind Evaluation for Third Year courses
- An additional evaluation of Third year papers in case of more than 10% difference in marks (between Internal and external evaluation) in more than 30% of papers
- Feedback to Students – display of papers
- Photocopy of Answer papers/challenge evaluation

Progress made in Marking system / 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 a certificate of merit and a rank to the first three students in each Course Combination on graduation at the end of the three years.

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

The IQAC has deputed senior teachers from the college to several colleges in Mumbai to:
- Conduct sessions on how to apply for autonomy
- Share their experience of autonomy – the pros and the cons
- Share our Best Practices and reforms

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 the alumni.

6.12 Activities and support from the Parent – Teacher Association

- In order to share with parents/guardians the academic progress made by their wards, Parent-Teacher Meetings are held once a year in the month of Dec/Jan. The Academic and Attendance record of the ward is shared with the parents.
- Any deviation from normal behaviour in a student is noted and if it should escalate, the parents are contacted either by the Head of the department or the appropriate concerned authority.
- An informal Parent- teacher interaction is conducted at the orientation programme for the first year degree students

6.13 Development programmes for support staff

- Nutritional Awareness Workshop organized by the Department of Life Science and Biochemistry in the vernacular (Marathi) for the non-teaching staff of the College on 9 th June 2017, titled 'Aahar va Poshan-vishayak Karyashala' (61 participants)
- B.Voc (SD) and B.Sc. IT department conducted a SIP Programme for Non-Teaching Staff on Basic computer skill development.

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

- Installation of solar panels to provide electricity to lecture rooms, the Reference library and the Hall. They are interconnected with the Brihanmumbai Electricity Supply and Transport (BEST) line, which supplements the solar plant when necessary.
- Segregation of wet and dry waste
- Planting additional trees
- The segregation of waste into recyclable and non- recyclable, a vermiculture pit for raw vegetable waste and bio- composting 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 ballast and LED bulbs
- Styrofoam /single-use plastic cups and plates not permitted in the canteen
- Waste paper disposal outsourced to Sampurna (e)arth Environment Solutions Pvt. Ltd. that returns it in the form of recycled paper and awards the college Green Points (49723 points in 2017-18)
- The Xavier's Zoology Association collects and cleans tetra packs before handing it over to an NGO - RUR that recycles it into benches and dustbins.
- Students are encouraged to carry personal reusable cutlery on college field work/camps.

Criterion – VII

7. Innovations and Best Practices

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

- The departmental SIP – an offshoot of the Social Involvement programme conducted by the college that is mandatory for all students of the Undergraduate programme.
- Biometric for student attendance
- Internal audit of waste generated especially hazardous waste and recommendations hence for the disposal of the waste generated in all science laboratories and Institutes such as XIC and XIMR on the college campus.
- College conducted TED talks on contemporary and relevant issues by nine speakers. The links for some of the talks are as follows
  - o Deconstructing Embroidery | Pranoti Chirmuley
    https://www.youtube.com/watch?v=YkSJbz86vpc
  - o How Capitalism Influences Language | Veydaant Khanna - YouTube
https://www.youtube.com/watch?v=ULqnfBGj034

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

- Attempt to embrace inclusion to encompass learning disability.
- To create a common documentation facility in the departments, all departments were provided with box files with instructions on how the filing had to be done. Appointment of Departmental DQAC coordinator

- There is a re-visioning for a satellite campus. Two possibilities are: 3.5 acres at Tara and St. Xavier's villa at Khandala. A committee be constituted to explore the possibility of approaching CIDCO for a plot at Navi Mumbai.

- The Possibility of a girls' hostel at Seva Niketan was ruled out but the option of moving the boys out of St. Xavier's college hostel on campus and making way for girls' hostel from June 2018 was being considered as an alternative.

- One non-teaching staff member Mr. Bipin and two students SOYA awardee Ms. Jahnavi Pandey and Mr. Dominic Dsouza (Commerce section) inducted into the IQAC as representatives

- Ensured that a National level seminar on the theme of inclusion was organised.

- Facilitating the conduction of workshops on use of technology in teaching – learning.

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

I. Social Involvement Programme [SIP]:

1. **Title of the Practice: Extension Activities and Institutional Social Responsibility (via the Social Involvement Programme – SIP)**

2. **Objectives of the Practice:**

   St. Xavier's College, Mumbai, a Jesuit institute, has always provided students with learning opportunities beyond the classroom and campus covering the development of the cognitive and emotive skills. The Social Involvement Programme (S.I.P), which aims at connecting students with the real world of depravation and human vulnerability, has been a key component in the development of the emotive process since the establishment of the college.

3. **The Context**

   Getting students involved with the harsh social realities of life has always a part of the college's extension / collateral contribution to the community at large. Students were encouraged to get involved with social realities on a voluntary basis. However, since 1996 the S.I.P was made a part of the curriculum through the 20 marks project component of the University of Mumbai's First Year Paper entitled 'Foundation Course'. But on attaining autonomy in 2010, the S.I.P. was made an integral part of the Credit Programme of the college. Hence, the S.I.P Grade is a mandatory, 2 Non- academic credit components of the 150 credits required for the undergraduate degree programme. This activity has to be completed by the end of first semester for BA, BMM & BMS courses; and by the end of the 2nd semester for the BSc, BSc (IT) and SY B Voc courses.

4. **The Practice**

Given the context of depravation on a large scale in India, the sensitization of students to these issues through collateral academic engagement, becomes a relevant activity both for the student as well as for the community. To systematize this activity, the following criteria has been put in place:

Eligibility for the S.I.P Credits requires the student volunteers to login a minimum of 45 hours with the NGO assigned by the College and for 5 hours of engagement with discipline – centric activities (monitored by a College Dept. The Student's voluntary work is assessed by the S.I.P Dept on the basis of the following parameters: Voluntary Work Performed (20 marks), Reflections articulated in the S.I.P Journal (20), Monthly Submission (5 marks per month, with the total of 15 marks), Continuity of service provided with the allotted NGO (10), Viva at the point of Final Journal Submission (10), Punctuality in Final Submission of the Journal (5), and Feedback from the organization (20). The S.I.P Grades is based on the grading pattern of the college. On an average 1 % of the student participant secure an A++, 8 % secure A+, 15% secure A, 34% secure B+, 12% secure B, 8% secure C+ and 6% secure C. Around 16% of these students are pending or failure cases.

5. **Evidence of Success:**

The success of the SIP can be gauged from the following outcomes:

The Discipline centric SIP programme was just introduced and is another step in the evolution of the SIP. A sampling of departmentally conducted SIP activities and NGO's associated with the college for SIP work are listed.

a. Every year all the new entrants into the First Year Courses are placed with NGOs in order to render voluntary social service. The S.I.P. Department networks with more than 200 organisations across a wide array of social endeavours, viz: Education (Formal and Informal), Differently–Abled, Women, Elderly, Health and Awareness on Social Issues. Geographically this NGO network spreads from Colaba - CST to Ambernath (Central Railway), Panvel (Habour Line) and Churchgate- Virar (Western Railway).

b. In the year 2017-18, 913 students had registered for the S.I.P. These UG students (Arts, Science, Vocational studies, Management studies and Mass Media) engaged with various NGOs working in the following areas: Education (123), Differently-Abled (13), Women (4), Elderly (2), Awareness of Social Issues (3) and Health (5).

c. Post such voluntary service rendered, students have been returning to the S.I.P Dept for recommendations that endorse their social involvement (as such endorsement are needed by employers and / or institute of higher education that they join after graduation) or with testimonies of their minds being changed as their hearts were touched by direct experience.

d. There have been instances where students have changed their careers choices from their subject specific areas- be it science or arts- to work in the area of social welfare/policy/development etc. following their work with the SIP.

e. To bring about a more meaningful connection between academics and social realities, all the Academic Departments of the College have mandated to innovate connections between their discipline and social action. All the Departments have responded to this call.

6. **Problems Encountered and Resources Required**

The following were some of the problems encountered while conducting this programme:

a. The students found it difficult to adjust their academic time table with the SIP Schedule that they had drawn up with the concerned NGO.

b. Some parents were initially reluctant to allow their wards to get involved with the activities of the assigned NGOs. However, these parents were asked to personally visit these NGOs and post discussion with the concerned NGO, develop the confidence that their ward's safety was not compromised.

c. Synchronising the college semester schedule with that of our partner NGO has always proved to be an issue, as the NGO's activity calendar and the college calendar did have differing dates vis-à-vis holidays and working time.

d. The college Extra-Curricular (EC) activities' schedule and the SIP schedule tend to clash and students have to make schedule choices and adjustments, as both the EC and the SIP credits are mandatory.

e. Closure of NGOs and / or severance of the link with some NGOs due to them not being able to meet our requirements or the NGOs not satisfied with the delivery of the students that we send to them.

7. **Notes (Optional):** Apart from this mandatory social involvement, the College has three other Student Associations that complement the SIP in the area of social conscientization, as they are involved with voluntary participation. The Associations are: The Social Service League, the All India Catholic University Federation and the Department of Inter-Religious Studies.

(Refer Annexure III)

II. International Programmes

1. **Title of the Practice:** Internationalization of Education at St. Xavier's College

2. **Objectives of the Practice:**

● Overall intellectual progression of the student

- Exposure of faculty and students to different models of education, and offering students the option of transferring credits to St. Xavier's College
- Providing research internships in international labs
- Providing a once in a life-time experience to the financially weaker students through scholarship programmes
- Opening novel avenues of study, research and future prospects
- Randomizing skewed perceptions of traditions and of the illusion of what is "correct."
- Faculty exchanges
- The eclectic and liberal nature of education that Xavier's prides itself in from yester-years needed fresh impetus in the post-90's phase of globalization.
- It needed to enhance its cultural diversity within a global space

3. **The Context:**
   - Just as the global markets became places without borders, it was important to conceptualise educational institutions without boundaries.
   - Since Xavier's was already international due to historical factors, the challenge was to grapple with changing times and collaborate with different institutions across the globe.
   - The timing and duration of the semesters has to be taken into account since most terms across the world run on a Spring and Fall schedule unlike ours which runs on a Monsoon and Winter schedule.
   - Accepting students from diverse culture into St. Xavier's college, enabling them to adjust into the country and the system takes some effort
   - Similarly, while preparing our students for transfer-credit semester abroad programs and other exchange programs, we have to prepare them on what-to-look-far.
   - Relevant modifications in syllabus have to be made more frequently.
   - Timetables have to be crafted clearly to avoid clashes since the foreign students are allowed to choose an assortment of subject across courses within a given stream.

4. **The Practice:**

   - International Programs has opened new vistas in a multi-pronged set-up.
   - Intellectually it has enabled in unlocking many mysteries in the layers of learning through different global educational models. An Indian perspective on Business, Economics, Political Science, International Relations, Market Research is very popular among foreign students. A destination such as School of Oriental and African Studies, London offers the semester-abroad students of St. Xavier's an intellectually and culturally stimulating experience.

- While providing novel avenues to bolster the students' interpersonal skills, it also nudges them to embrace different cultures. For many Western and European students, India is an example of a cultural hub where many cultures interact and co-exist.

- In a culturally sensitive world, a program such as this fosters a nuanced cultural sensibility. It has challenged skewed perceptions of traditions and illusions of essentialist ideas of correctness.

- It has also enabled in showcasing the best of India to the outer world. One of the very popular programs is the India Studies Program which features a slice of various courses in Humanities and Social Sciences.

- Further, International Programs has identified leadership potential in its participants and provided them avenues to hone their leadership skills. Harvard College in Asia Program (HCAP) is a case in point. It gives an experience in leadership to the inhouse and foreign students. To hone their leadership skills, the students organize three-day conferences, panel-discussions and other cultural activities in their home institutions for the benefit of the guests.

- In encompassing everyone, International Programs has provided life-experiences to financially weak students through scholarship programs. The Betty and Donald Keating scholarship at the University of Oxford has enabled many of our financially weak students to spend two months at Oxford. From 2012 to 2017, ten students of St. Xavier's College have been recipients of this prestigious scholarship. One student from the Commerce section of the college accompanies the contingent selected for HCAP at Harvard, USA every year since the past 10 years.

- Its wholistic nature helps students from within and outside India to reap rich benefits from the program.

- Both the incoming and outgoing students benefit by living independently in a new country.

- Adjusting and adapting to new cuisines, language, people has its pros and cons.

- Language (in some cases) becomes an impediment in the comprehension of many ground rules pertaining to the state and the host institution.

- Different cultural values and ethos can be either advantageous or detrimental within a given space.

- Lack of campus-accommodation at Xavier's is a deterrent for many foreign students.

5. **Evidence of Success:**

- St. Xavier's College Students' Feedback: Students of SXC who participated in the international exchange programmes (2010-2017) expressed positive opinions regarding their experiences in these programmes; moreover, it has helped several students to gain studentship at universities abroad, e.g. Master's- and Doctoral-level programmes. The students revealed

that international exposure provided them novel insights into the subjects they studied in these programmes, which were not taught (either in entirety or partially taught) at St. Xavier's College. It also encouraged them to broaden their horizon regarding cultural perceptions. Students from economically weaker backgrounds found it to be a life changing experience and a once in a life-time opportunity that SXC provided them with.

- St. Xavier's College Faculty's Feedback**:** One of the outcomes of faculty exchanges with foreign universities was the setting up of an online teaching course on globalization, "Conversations with Globalization". It was started in 2008 by the Dept. of English, St. Xavier's College and Dr. Wolfgang Holtkamp, Faculty in American Studies at the University of Stuttgart, Germany. Each year, the theme is an aspect of globalization, such as culture, space, media and transport. Of the four modules, three are entirely online and consist of readings followed by discussions and chat forums, joint internet search tasks, and individual writing assignments. The fourth module moves from the virtual to the shared physical space of a week-long conference for all the participants and faculty. In this 'Excursion Week' the students also work together on group projects, which are presented on the final day. Over the years, the programme has grown to include St. Louis University (USA) followed by Stellenbosch University (South Africa). St. Petersburg University (Russia) participated for one year, while students from Korea, Brazil and Chile have also been enrolled in the program in different years. For all the participants — faculty as well as students — it is a challenge to work with partners in different time zones and to face world-class but diverse academic approaches, pedagogy and assessment criteria

- From the Visit to the Statistics department at Bath University UK, the faculty from SXC learnt that self- study was strongly encouraged even in a subject like Statistics. Drawing inspiration from this, the Department of Statistics, SXC, implemented self-study and peer learning approaches, where small topics were given to students to prepare and teach. This helped in enhancing the students' confidence, creativity and teaching abilities.

- The department of Statistics, University of Bath, UK, used R software, which was then introduced in the SXC Statistics undergraduate programme for the last few years.

- The faculty learnt about the examination system, innovative teaching methods and the way they very subtlety usher in research as a part of the undergraduate programme.

- The usage of pre-formatted grids to provide detailed feedback to students on their oral presentations/assignments is an idea that came from a study of the evaluation methodology in Bath University.

- The range of creative courses that faculty saw offered by the Liverpool Hope Univ., UK has fuelled the Psychology department to consider the option of developing a post graduate course on expressive arts therapy**.**

6. **Problems Encountered and Resources required:**

   - Despite tuition waivers, the cost is still restrictive.
   - There are more foreign students on campus than in-house students going abroad.
   - One-year transfer credit is not possible yet, however one semester transfer credit is implemented with approval.
   - Lack of housing on campus is a hurdle for many who wish to come for a Study Abroad to St. Xavier's.
   - Match in type of Xavier's assessments/courses is sometimes a problem in many US Universities.
   - Additional human resources exclusively working for International Programs as foreign Universities can help in giving more assistance to foreign students. More focussed use of time will lead to more collaborations than the existing ones.
   - A more adept online system which provides adequate information and also processes application of International students will be helpful in drawing more foreign students to St. Xavier's. Likewise, updated FAQs will be useful to the inhouse students while they process their applications to attend Summer School or Semester Abroad programmes.

7. **Notes (Optional)**

   - The online course in collaboration with two-three Universities is an effective model for teaching and learning. It is an interactive forum where students do group work, group assignments, group internet search, online discussions, individual written work.
   - Summer schools and short-term tailor-made courses depending on the need of the institution using inhouse expertise can be an added exposure both ways.
   - Field trips that enable in procuring a glimpse of Indian delights and shocks is a successful pedagogical tool that appeals to both our Indian and foreign students.
   - Provisions in terms of scholarships and bursaries for faculty exchange can help both the individual teacher and the institution in manifold ways.
   - The Social Involvement Program is a compulsory program for all Xavierite's. It gives them exposure to the harsh realities of life. Students who take year-long courses could be participants in this thereby enabling themselves to soak in a special Indian experience. Likewise, the Social Service League organizes Rural Camps, blood donation drives in which everyone can participate etc'

- Through all of the efforts at globalization of education, one has to remain true to the Jesuit principles that the college embraces, that is, to focus attention on the economically challenged and under privileged sections of society and work towards their betterment. At present this is ensured by the allocation of funds for the foreign travel and stay of at least one meritorious student from the under privileged and financially weaker section every year.

(*Ref Annexure VIII*)

7.4 Contribution to environmental awareness / protection

- Action project undertaken - Audit of waste generated, especially hazardous waste. Recommendations for the disposal of the waste generated in all science laboratories and Institutes such as XIC and XIMR on the college campus, conducted by Caius Research Laboratory with the help of undergraduate students.
- Conducted an exhibition of dynamic models on environmental awareness/ conservation of resources by the third year BSc students of Environmental science
- Environmental studies is a mandatory course for all Arts, Science, BMM, BMS, BSc. IT students
- Signage in strategic positions on our campus not only help to reduce paper usage for notices but are also used to spread awareness

7.5 Whether environmental audit was conducted?   Yes ☐   No ☑

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

Strengths:

- We have the capability of adapting to the new pedagogical paradigms of making education inclusive and relevant to the needs of the community (via departmental SIP as well as through CIA projects).
- We get academically involved with socially vexing issues through talks, seminars and workshops held by the Department of Inter-Religious Studies.
- Engaging with industry and other colleges through our faculty (as resource persons) and Laboratory Facilities (mainly CIF)

Weakness:

- Limited in the research output by faculty due to large teaching / laboratory workloads.
- Inadequate space to establish new courses or engage with the neighbourhood community during working hours.

- No access to the Library facilities beyond the working hours / days of the college.

Opportunities:

- There is the possibility of engaging with schools and Junior Colleges so as to assist them in making teaching aids, charts and PPTs (this can be done through the SIP activities in a more formal way)
- Converting into a University and so increasing the meaningfulness of our collaborations with other higher educational institutions (national and international) on a give-and-take basis (on the curricular fronts)
- To send our students (especially the Post-Graduate students) out as interns with government bodies (so that they actually engage with the art of policy formulation and execution), industries for work experience, research laboratories for academic and research exposure.

Challenges:

- To promote a seamless transition between the academic environment of the college and the work environment (Academia/ Industry/Government Programmes/ Yojanas etc)
- To increase the reach of the college towards the marginalised (via an extension campus in a peri-urban area) and to the world at large through the college radically increasing engagement with cyber-technology.
- To become a policy-impacting institution both in the Government and Corporate spaces.

8. Plans of institution for next year

- To strengthen the network between the Jesuit Institutions of Higher Education with the country.
- To work towards making the college more contributory towards the neighbourhood community within which it is situated.
- To improve delivery of Administrative products to students (e.g., Transfer or Leaving or Migration Certificates, Convocation Degrees that have been sent by the University, etc.)

Name _Dr. (Fr). Roy Pereira s.j   *Dr. Agnelo 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
PG	-	Postgraduate
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
SXC	-	St. Xavier's college (Autonomous), Mumbai
SIP	-	Social Involvement Programme
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission
UG	-	Undergraduate

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Annexure II

SENIOR COLLEGE

CALENDAR FOR ODD SEMESTER 2017 – 2018

June 2017			
5	Reopen	9.30 Staff meeting	
6	Prayer	10.30 Classes SY, TY	
8, 9, 10	Meeting with individual Depts		
13, 14	Meeting with individual Depts		
12	Joint TY Student Meeting	10.30 to 12.10 HALL	
15,16,17	Grad Ceremonies (BMM, BMS, BVoc & Masters); (BSc & BSc IT); (Arts)		
21	Joint HOD Meeting, 2 pm SCAVI		
26	Ramzan Id (Public Holiday)		
28	IQAC Meeting	2.30 pm	Board Room
July 2017			
1	Orientation of FYs - Arts (10 to 11.30), Sci (12 to 1.30), Self-Fin and BVoc (2 to 3.30)		
3	FY Start	9 am Mass	10.30 All FY Classes Begin
5	Young Teacher's Seminar	2.30 pm	Seminar Room
11	U.G. CIA 1 QP to HOD		
13	U.G. CIA 1 QP to Exam Centre		
11	Separate HOD meeting	10.30 Arts (Board RM)	11.20 Science (Board RM)
12	All Faculty Seminar in MMR 2.30 pm to 4.30 pm		
20 - 26	U.G. CIA 1		
31	College Day Celebrations		
August 2017			
6	U.G. CIA 1 marks to Exam Centre		

12, 13, 14	Malhar		
15	Flag Hoisting Ceremony, 8.30 am, 1st Quad		
17	Parsee New Year (Public Holiday)		
18	Separate HOD meeting	10.30 Arts (Board RM)	11.20 Science (Board RM)
18 to 24	U.G. CIA 2		
23	Board of Management Meeting; 2.30 pm, Board Room		
25	Ganapati (Public Holiday)		
26 to 29	Mid-Sem break		
September 2017			
2	Bakri Id (Public Holiday)		
6	IQAC Meeting, 2.30 pm, Board Room		
9	U.G. CIA 2 marks to Exam Centre		
13	Young Teacher's Seminar	2.30 pm	Seminar Room
16	U.G. ESE QP (60 marks) to HOD		
18	U.G. QP (60 marks) to Exam Centre		
26	Last day of Teaching for all U.G. Classes		
27	U.G. QP (100 marks) to HOD		
29	U.G. QP (100 marks) to Exam Centre		
29	U.G. ESE begins		
30	Dassera (Public Holiday)		
October 2017			
1	Moharram (Public Holiday)		
2	Gandhi Jayanti (Public Holiday)		
3 to 14	U.G. ESE continues		
12	Academic Board Meeting		11 am, SCAVI

13	Board of Management Meeting		11 am Board Room
16 Onwards	Additional Exams begin		
18	End of Semester Meeting	9.30 am, MMR	8.45 am Shared Breakfast, Hall
19 to 31	Diwali Break for all Classes		
November 2017			
1 to 5	Diwali Break Continues for all Classes		
6	College Reopens for all classes		
9 & 10	Moderation Days		
15	Joint HOD Meeting, 2 pm SCAVI		
20	U.G. ESE marks to Exam Centre		
22	All Faculty Seminar in MMR 2.30 pm to 4.30 pm		
December 2017			
1	Id-e-Milad (Public Holiday)		
2	Sports Day, 8 am		University Stadium
4	Traditional Day		
7	FY, SY and TY Results		
8	U.G. CIA 1 QP to HOD		
9	Parents - Teachers Meeting		2.30 pm, Hall
11	U.G. CIA 1 QP to Exam Centre		
16 to 22	CIA1 for FY, SY & TY		
23	Fellowship Meal		12 noon, Hall
25 to 1	Winter Break for All Classes		
January 2018			
2	College Reopens for All Classes		

9	U.G. CIA 1 marks submission		
10	Separate HOD meeting	10.30 Arts (Board RM)	11.20 Science (Board RM)
15 & 16	Paradigm		
18	IQAC Meeting	2.30 pm	
19	Board of Management Meeting; 2.30 pm, Board Room		
25 & 26	Jan - Fest		
26	Flag Hoisting Ceremony, 8.30 am, 1st Quad		
29, 30, 31	U.G. CIA 2		
February 2018			
1,2,3	U.G. CIA 2 Continues		
7	Young Teacher's Seminar	2.30 pm	Seminar Room
12	U.G. CIA 2 marks submission		
14	Separate HOD meeting	10.30 Arts (Board RM)	11.20 Science (Board RM)
17	Last day for all EC activities		
24	TY Farewell		
March 2018			
3	Last day for BSc & BSc (IT) Classes		
5 to 13	Science Practical Exams		
8	U.G. ESE QP (60 marks) to HOD		
10	U.G. QP (60 marks) to Exam Centre		
13	Last day for BA, BMM, BMS and BVoc Classes		
14	All Faculty Seminar in MMR 2.30 pm to 4.30 pm		
14 to 16	Study leave for all Classes		
15	U.G. QP (100 marks) to HOD		
17	U.G. QP (100 marks) to Exam Centre		

17 to 30	End Semester Exams		
26	IQAC Meeting	2.30 pm	Board Room
28	Academic Board Meeting	11 am, SCAVI	
30	Board of Management Meeting; 11 am, Board Room		
April 2018			
2 to 24	Additional Exams		
2 to 10	Science Practical Exams		
10,11	Moderation Days		
13	Display of FY Assessed Papers		
16	Display of SY Assessed Papers		
18	Submission of FY, SY marks		
20	Display of TY Assessed Papers		
24	TY marks submission		
27	Additional Exam marks submission		
30	End of Semester Meeting	9.30 am, MMR	8.45 am Shared Breakfast, Hall
May 2018			
2, 3	FY Results	FY to SY Admissions	
4, 5	SY Results	SY to TY Admissions	
22	Online display of TY results		

EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY

  The S.I.P. department networks with more than 200 organisations across a wide array of social endeavours, viz: Education (Formal and Informal), Differently–Abled, Women, Elderly, Health and Awareness on Social Issues. Geographically this NGO network spreads from Colaba - Churchgate to Ambernath (Central Railway), Panvel (Habour Line) and Virar (Western Railway).

In the year 2017-18, 913 students had registered for the S.I.P. These UG students (Arts, Science, Vocational studies, Management studies and Mass Media) engaged with various NGOs working in the following areas:

Education (123), Differently-Abled (13), Women (4), Elderly (2), Awareness of Social Issues (3) and Health (5)

Sr. no	Organisation	Category	Sr. no	Organisation	Category
01	St.Catherine's Home	Education	155	Anmol	Education
02	Navjyoti Children's Home	Education	156	SMS	Women
03	Ashankur	Education	157	Jan Vikas Society	Education
04	St. Vincent Palloti Church	Education	158	Palm's Care foundation	Education
05	YMCA	Education	159	Seva Sahayog Foundation	Education
06	Helper's Mary	Education	160	Aasara	Education
07	St. John the Evangelist Church	Education	161	Sparsha	Education
08	Holy Family School	Education	162	CORP	Education
09	Angel Express	Education	163	Apni Shala	Education
10	Bookwallah	Education	164	Pratham	Education
11	Cheshie Home	Education	165	Down To Earth	Education
12	Salam Balak	Education	166	Magic Bus	Education
13	Akanksha Foundation	Education	167	Akanksha Foundation	Education
14	Mobile Creches	Education	168	Vidya	Education
15	Sneha Sadan	Education	169	Ashadeep Community centre	Education
16	Fatima Sadan	Education	170	Sneha Sagar Society	Education
17	Khushi	Differently-Abled	171	Dev Kripa	Educatuon
18	Provo Centre	Differently-Abled	172	Teach For India	Education

19	Ashadeep Association	Education	173	Sparsha	Education
20	Vimala Boarding Versova	Education	174	Prayatna	Education
21	Sneha Sadan	Education	175	Sneha Sagar Society	Education
22	Aasara	Education	176	Imagination Factory	Education
23	CORP	Education	177	Seva Sahayog Foundation	Education
24	Ashray	Education	178	Indian Development Foundation	Education
25	Aseema	Education	179	All Saints Church	Education
26	BECC	Education	180	Door Step	Education
27	St. Catherine of Siena	Education	181	Sparsha	Education
28	Sujaya Foundation	Education	182	Pratham	Education
29	Seva Sahayog Foundation	Education	183	Vivek Education Foundation	Education
30	Fr. Agnel's Ashram	Education	184	Jyothis Care Centre	Education
31	Prisca	Education	185	Our Lady of Dolours School	Education
32	Indian Development Foundation	Education	186	NDBZF	Education
33	Seva Niketan	Education	187	Akanksha Foundation	Education
34	Muskan Foundation	Differently-Abled	188	Don Bosco Night School	Education
35	Navjeet Community Centre	Health/Education	189	Balprafulta	Education
36	St. Stephen's Church- CCO	Education	190	CORP	Education
37	Narmada Niketan	Elderly	191	Vimala Vikas Kendra	Education
38	Seva Sahayog Foundation	Education	192	Vidya	Education
39	Amcha Ghar	Education	193	Akanksha Foundation	Education
40	Sahjeevan Samaj Seva	Education/Women	194	VISA	Education
41	Seva Sahayog Foundation	Education	195	Seva Sahayog Foundation	Education
42	Bhiwandi Women Edu & wel trust	Education	196	Snehalaya Sp. School	Differently-Abled
43	Parivartan Kendra	Education	197	Bless Foundation	Education
44	Prayas Kendra	Education	198	Parkinson's	Social Issues
45	Roshini Graha	Education	199	St.Pius CCO	Education

46	Bosco Boys Home	Education	200	Seva Sahayog Foundation	Education
47	St. Francis Orphanage	Education	201	Hamara Foundation	Education
48	Seva Sahayog Foundation	Education	202	St.Joseph's Home & Nursery	Education
49	Sneha Sagar Society	Education	203	YMCA	Education
50	Asmita Foundation	Differently-Abled	204	St.Anthony's Home	Education
51	Door Step	Education	205	Salvation Army	Education
52	Khushi	Differently-Abled	206	Salvation Army care	Education
53	Karuna Hospital	Health	207	Indian Development Foundation	Education
54	Regina Pacis	Education	208	Kshitij	Differently-Abled
55	League of Mercy	Education	209	Pehchan	Social Issues
56	Missinories of Charity	Education	210	EL-Shaddai Ministries	Education
57	Seva Niketan	Women	211	Muskurahat Foundation	Education
58	Vidya	Education	212	Om Creation	Education
59	AWMH	Differently-Abled	213	Aasara	Education
60	Shepherd's Home for the Widows	Elderly	214	Swami Samarth Seva Bhavi Sanstha	Education
61	Cancer Aid	Health	215	Vishwa Balak Kendra	Education
62	Salvation Army care	Education	216	Seva Sahayog Foundation	Education
63	Udan India Foundation	Education	217	The Eternal Hope Charity Mission	Education
64	Sujaya Foundation	Education	218	Tata Memorial Hospital	Health
65	Salam Balak	Education	219	SMS	Women
66	Manpasand Life	Education	220	Asha For Education	Education
67	SRLC	Education	221	Karunya Trust	Education
68	A.K.Munshi Yojana	Differently-Abled	222	Holy Trinity	Education
69	Sujaya Foundation	Education	223	Seva Sahayog Foundation	Education
70	Bal Anand	Education	224	Mobile Creches	Education
71	Akanksha Foundation	Education	225	Door Step	Education

72	Teach For India	Education	226	Door Step	Education
73	Vidya	Education	227	Asha Sadan	Education
74	Sparsha	Education	228	Street Children Project	Education
75	Naseoh	Differently-Abled	229	Vatsalya Trust	Education
76	Sevadan Special School	Differently-Abled	230	Umang	Education
77	Apni Shala	Education	231	Lions Club International	Education
78	Access Life	Health	232	Seva Sahayog Foundation	Education
79	SPARC Shelter Home	Education	233	Vacha Trust	Education
80	Bombay Medical Aid Foundation	Education	234	Sacred Heart Church	Education
81	Antarang Foundation	Education	235	Seva Sahayog Foundation	Education
82	YWCA	Education	236	Seva Sahayog Foundation	Education
83	Garden School	Education	237	Angel Express	Education
84	Vidya	Education	238	Support	Education
85	Adapt	Differently-Abled	239	Ashakiran	Education
86	Sankalp	Differently-Abled	240	CACR	Health
87	Sahara	Education	241	The candle Project	Education
88	Teaching Pranali	Education	242	Angel Express	Education
89	Language Lab	Education	243	Mobile Creches	Education
90	XRCVC	Differently-Abled	244	Seva Sahayog Foundation	Education
91	Amchi Kholi	Social Issues	245	Sparsha	Education
92	Down To Earth	Education	246	Divya Prabha	Education
93	Door Step	Education	247	Karuna Ghar	Education
94	Our Lady's Home	Education	248	Akashayashakti Association	Education
95	Urja	Education	249	Aatman Academy	Education
96	We For You Charitable Trust	Education	250	Supervasi	Education
97	Aashish Foundation	Differently-Abled	251	Mobile Creches	Education
98	Salavation church	Women	252	Aasara	Education

99	SMS	Women	253	CORP	Education
100	Touching Lives	Education	254	Jidd School	Differently-Abled
101	Seva Sahayog Foundation	Education	255	Ma-Niketan	Education
102	Nimaya Foundation	Education	256	Snehalaya	Differently-Abled
103	H R School	Education	257	Sevadham	Health
104	Raindancer	Education	258	Shubhlahari Prathshthan	Health
105	Seva Sahayog Foundation	Education	259	Vishwas Charitable trust	Differently-Abled
106	Rotary School for Deaf	Differently-Abled	260	Sulabha Special School	Differently-Abled
107	Homeless Street children Project	Education	261	Prerana	Education
108	Victory Arts Foundation	Differently Abled	262	Seva Sahayog Foundation	Education
109	Vijay Krida Mandal	Education	263	Sneha sadan Counselling Center	Education
110	Infant Jesus Special School	Differently-Abled	264	Indian Development Foundation	Education
111	Udisha	Education	265	Divya Prabha	Education
112	Sneha Sagar Society	Education	266	St.Elizabeth Convent	Education
113	Door Step	Education	267	St.Ignatius Loyola	Education
114	Indian Development Foundation	Education	268	Fatima Mata Convent	Education
115	Our lady of rosary	Education	269	Haindmaids of Blessed Trinity	Education
116	Rotary Sanskaradham Academy	Education	270	Inigo Icaza Aruti Kendra	Education
117	Kotak Education Foundation	Education	271	Snehasagar	Education
118	TISS	Differently-Abled	272	St.Thomas Marthoma Church	Education
119	Pratham	Education	273	Libanya Niketan	Differently-Abled
120	Prerana	Education	274	Umed	Differently-Abled

121	CORP	Education	275	Sanjeevani	Differently-Abled
122	Seva Sahayog Foundation	Education	276	Nishkalanka	Elderly
123	Vacha Trust	Education	277	Holy Cross Convent	Elderly
124	Indian Development Foundation	Education	278	Sakhya	Women
125	Sneha Sadan	Education	279	Jivahala	Education
126	CORP	Education	280	A 1 Snehajali	Elderly
127	Vacha Trust	Education	281	Kilbil	Education
128	YMCA	Education	282	Aashish Foundation	Differently-Abled
129	Angel Express	Education	283	Sharan	Elderly
130	Dilkhush Special School	Differently-Abled	284	Seva Sahayog Foundation	Education
131	Seva Sahayog Foundation	Education	285	Seva Sahayog Foundation	Education
132	REAP	Education	286	Kanchan Foundation	Education
133	Saad Foundation	Education	287	Good Samaritan Mission	Education
134	Navjoti Trust	Education	288	Seva Sahayog Foundation	Education
135	Anubhuti Charitable Trust	Education	289	Vacha Trust	Education
136	Aasara	Education	290	Sneha Sagar Society	Education
137	Navodaya Movement	Education	291	Seva Sahayog Foundation	Education
138	Holy Cross	Elderly	292	Lokmanya Seva Sangh	Differently-Abled
139	Shanti Bhavan	Elderly	293	The candle Project	Education
140	Sai Shakti	Elderly	294	Smile Foundation	Education
141	Seva Sahayog Foundation	Education	295	Disha Karnabadhir	Differently-Abled
142	Indian Development Foundation	Education	296	Anubhuti Charitable Trust	Education
143	Mobile Creches	Education	297	Aasara	Education
144	Teach For India	Education	298	Shelter Don Bosco	Education
145	Salam Balak	Education	299	Anmol	Education
146	Sneha Sagar Society	Education	300	Indian Dev. Found.	Education

147	Chasing Dream Foundation	Education	301	Sparsha	Education
148	Vatsalya Trust	Education	302	Balanand	Education
149	Akanksha Foundation	Education	303	Vidya	Education
150	Angel Express	Education	304	Akanksha Foundation	Education
151	Seva Sahayog Foundation	Education	305	Life Trust	Education
152	Prem Dan Social service centre	Education	306	Muktangan	Education
153	Girija Welfare Association	Education	307	Teach For India	Education
154	Prerana	Education	308	Vidya	Education

Department Centric SIP activities: The Discipline centric SIP programme was just introduced and is another step in the evolution of the SIP. A sampling of departmentally conducted SIP activities is listed below.

Department of Ancient Indian Culture:

o Creation of Eco-friendly clay Ganesha at CSMVS with 32 children from an NGO and TYBA AIC students as volunteers. The objective of the activity was to educate the children about Indian culture and to provide a platform and environment for interaction between the SXC students and the underprivileged kids from the NGO.

o The setting up of stalls for the sale of products. Four stalls were set up and managed by the students of socially challenged groups and from SXC.

o These activities helped to sensitize the students of the college and empowered the children from the NGO to plan their future. It gave them confidence in themselves.

● **Department of Anthropology and Sociology:**

o The SIP project for the department of Sociology and Anthropology was headed by Prof. Radhika Rani. A walk was organised during night hours on 3rd March, 2018 so that students could observe how various groups of people negotiate urban spaces and the law. The students were led by Mr. Brijesh Arya from Pehchan Foundation, a partner organization in the SIP department. The localities covered during this walk included Mumbai Central, Kamathipura, Bhendi Bazar and Charni Road. The walk began from College at around 8pm from RTO at Tardeo. There were meetings with groups of homeless citizens in different areas. They narrated their experiences of gaining employment, lack of a shelter, maintaining security of life and belongings and everyday struggles. Some such citizens have been pavement dwellers since very long and even have state-issued identity cards that give them access to subsidized ration. The students freely interacted with these various groups of people, heard their narratives and asked them questions about their lives and livelihoods. Over the years, the cultural landscape of Mumbai has changed

considerably and after hours is often considered to be unsafe for the 'gentry' to be out. The aim was to have students stepping out of their comfort zones and privileged bubbles to see in real time the playing out of 'class'- a concept that's much more layered and complicated that what it seems on the paper in the classroom.

- **Department of Commerce**:
  - o   Students had to make charts and posters on the Evolution of Money, for the NGO Lifetrust. Hence five **first year** students made charts for underprivileged kids using colourful papers and pictures, which made the topic easy and fun to learn for them. Right from shells to plastic money the charts focused on the evolution of money over the time. The students made 2 charts each, in total 10 charts were made. The NGO coordinator was happy to have the charts as it was a wonderful teaching aid for the school children. As it is rightly said, we cannot do great things we can at least do small things with great love.

- **Department of Economics:**

  The Department of Economics conducted 'Financial Literacy Drive' as a part of SIP initiative. Students from FY across the college from various streams (B.A./ B.Sc./BMM/BMS) were called for registration and a training session was organized for the students on 21st February, 2018. The details of the SIP activity are as follows:

  - o   Part I – attending a training session for spreading financial awareness under the guidance of activity coordinator for 1 hour.

  - o   Part II – community service in the form of meeting financially illiterate people and making them aware about finances. (minimum 4). Part II of this activity was very interesting as students needed to identify such people in their surroundings for spreading financial awareness. Simultaneously, students were also asked to encourage people for cashless payment methods. Department of Economics received good response from the students even though this idea was deployed for the first time. Students from B. A. and B.Sc. classes met peons of college, security guards of their housing societies, maids, non-teaching staff, etc. to serve the objective. It was a learning experience for the students as well as the people who were benefitted.

  All the students (9) were asked to fill up evaluation sheet for this activity. Students have also submitted a report in which they have written about their experiences of community service.

- **Department of English:**
  - o   Workshops on Writing CVs and Appearing for Interviews: Workshops were organized for students who wanted to learn these skills in preparation for job interviews they might have to face by. Opportunities offered by the Placement cell. A team of twenty students gave online and offline publicity. They also ran registrations, booked the venue and made arrangements for the

audio-visual equipment to be enabled. Finally, they kept track of attendance and gave certificates to the participants. The resource person was Subin Mitra, a Third-year student. There were approximately twenty participants. The Q and A sessions were well appreciated.

o   Peer coaching: On the principle of 'each one teach one': The peer learning activity was organized with a view to 1) enhance bonding between students, which it did, and 2) to ensure that the slow learners got reinforcement of class room learning (content) and were able to cope with the rest of the class eventually. We were particularly concerned with the subject of English language but the pupils went on to work on other academic subjects as well. Additionally, the mentors shared their healthy habits of study with their buddies. Students needing coaching were identified via an English language diagnostic test. Volunteers were sought for coaching and 8 students benefited from the exercise.

● **Department of French**:

o   After the CIA I result had been announced we identified students who were good in the French language and those who were weak or beginners (especially students who had never done French before and had no other option) and needed remedial teaching. Those students who are good in French did remedial teaching of 5 hours for their SIP hours under the supervision of the teaching staff and SIP staff. It benefited both the students

● **Department of Hindi**: The students registered for the SIP with the department completed one or more of the following activities:

o   Preparation of charts for municipal school children.

o   Assissted visually challenged students in writing assignments and answer papers in examination.

o   Learning and teaching through buddy system for FYBA students.

● **Department of History:**

o   As part of the community outreach activity under the *Social Involvement Programme (SIP)* the department of history organised an Awareness and Clean up drive at the Sanjay Gandhi National Park and at Kanheri Caves, Borivli (East), Mumbai on 25th February, 2018. A special session was conducted on the conservation and preservation of the historical Kanheri caves. The students were addressed by the Forest Officer Mr. Bhalerao. The activity helped to create self-awareness amongst the participants of their immediate environment and the need to keep their surroundings clean and hygienic. Also, seeing 72 students collect hundreds of bags of garbage raised awareness amongst the visitors to the park.

● **Department of Psychology**:

o   Mentoring for outstation students to help with adjustment to the college and the city. Over the years we have found that students, who are new to the college and the city, tend to take a long time to figure out the college rules, norms, groups etc. on our campus. The continuous academic assessments and the fast paced life of the city tends to overwhelm the students from out of town

or from another country. They are also away from their families and support systems so the cumulative stress (academic and personal) often tends to exceed their coping abilities. Given that social support is one of the mediators of reactions to stress, we would like to offer to outstation students, the time and care of a student who has been in this college and is thus familiar with Xavier's and Mumbai.

o Public Awareness Initiative Regarding Mental Health: In collaboration with Schizophrenia Awareness Association (SAA, Pune) (Four senior members of SAA Pune, including the President Mr. Amrit Kumar Bakshy and Vice President Dr. Anil Vartak brought their posters for display and engaged with the audience in an interactive awareness session on the importance of mental health.   The event took place on Friday 16th Feb 2018.

The **exhibition was set up** by volunteers in the **XIMR corridor** The **exhibition** was be open from 11am to 4pm and is targeted at general public awareness (especially for students with a non psychology background). **Students who registered** for this activity brought in two adults, escorted them through the exhibition and participated in the interaction (from 2.45pm to3.45pm in the XIMR hall), then escorted the adults off campus. All Students (organizers and volunteers) wrote a single page introspective report on <u>what they learnt</u> through the experience. (One part of the report was based on the content of the posters/presentation and the other part, on personal learning from such an experience).

o Few TY students of Department of Psychology, in collaboration with the Department of Mass Media SXC, **conducted positive thinking activities for 13 rural students from Shikshayatan Middle School in Arasavangkadu, Tamil Nadu.** On the 9th of February between 11:30-12:30, supervised by Ms. Ruby Pavri, 8 TYBA psychology major students volunteered to conduct a series of activities with the students. The activities ranged from an ice-breaker session to positive image and body-image related activities, in addition to touching interpersonal dynamics and perspective building.

o Counseling psychology students conducted mini workshops on self-growth and positive thinking with diverse groups outside college (geriatrics, teenagers, housewives, parents of children with cancer).

Department of Mass Media:
o Save Aarey – the green belt of Mumbai
o Nullah project – reimaging Mumbai water bodies
o Waste Management – Implementing segregating dry and wet waste in Housing Societies and recycling.
o Book mobilization to create Libraries in THREE municipal schools in Mumbai. Books were in English, Marathi and Urdu.

● **Department of B.VOC Tourism:**

- o The TYBVoc students visited Sudhagadh Fort- donated clothes, books food items in the local base village.
- **Department of B.VOC Software Development:**
  - o For the second consecutive year, B Voc (SD) students' SIP program involved training workshop for the non-teaching staff of college: Using the online digital platform for online banking, money transfer, online shopping apart from sending and receiving emails, making text files etc.
- **Department of Botany:**
  - o Listing reprints of scientific articles of Blatter herbarium.

    No of students-16, class-FYBsc,

Description- cleaning of book Cupboards and books and their arrangement, making list of reprints in the boxfiles and entering the same in computer.

Objective- students understand the arrangement of books, updating scientific data on computer, the importance of old scientific literature.

- **Department of Biotechnology:**
  - o PG students associated with Sparsh Charitable Trust, an NGO working for the development of integrated Society. i.e make a difference in the lives of underprivileged children, women & communities as a social initiative of Palindrome, the annual festival of the department.
- **Department of Chemistry:**
  - o **For generating Interest in the field of Science and specially Chemistry** Ms. Druhi Vaid and Ms. Jhinsa, TYBSc. (Chemistry students) took some chemistry classes for 7-9th standard students in Municipality School, Colaba and Chembur respectively**.** Their teaching was highly appreciated by the school authorities. Mr. Varun and Aditya Sane, SYBSc. Students went to St. Xavier's School, Mumbai and exposed those students to new developments in Chemistry.
- **Department of Geology:**
  - o **S**ensitization of FYBSc students during Field Visits towards environment:
    F.Y.B.Sc Geology students numbering 75 to 100 are engaged in fieldwork to different areas of geological interest in and around Mumbai. During this field visit, in addition to them learning about geology, they are also sensitized about the environment. During the field visit all the students participating in the field visit are encouraged to raise the awareness about not littering in the natural environment. These students also join the cleanliness campaign where non-biodegradable litter is picked up and transported to officially designated dumpsites. This activity is not just restricted to the formal departmental SIP in F.Y.B.Sc, but continued across all the classes.
  - o **Voluntarily agreed upon"zero use of non-biodegradable's"** during T.Y. B.Sc and M.Sc field camps where the entire field contingent including teachers carry their own steel spoons, plates

and cups, thereby preventing the usage of plastic / Styrofoam cutlery. During all field outings we strictly adhere to the non-usage/non consumption of bottled mineral water/ beverages served in plastic bottles. This is inculcated during the F.Y.B.Sc SIP orientation on field work.

- During the T.Y.B.Sc field camp at Malvan (Where the Swach Bharat Abhiyan has been successfully implemented), the Mayor of the town specifically complimented our students for being model tourists who prevented non bio-degradable litter. Our students also were complimented for their refusal to consume or purchase anything that was sold in non-bio-degradable material. This sensitization of our students has also resulted in the local schools adopting the same model, and this has been in place now for more than a decade. This has resulted in a major reduction of the carbon footprint during the field mapping exercise which is an integral part of the academic curriculum in geology.

- **Department of Life Science and Biochemistry:**
  o **National Exhibition on 'Know Better, Do Better'** on 20th Jan. 2018. FYBSc students made and presented charts on various developmental disabilities, the brain and nervous system, and stem cells. It was open to the general public and was aimed at educating laypersons associated with children with disabilities about the science underlying the disability.

  o An exhibition of charts and models made by **TYBSc Environmental Science students** was held on 7th Feb 2017 in the College Woods and kept open to all students and staff of the college so as to spread the message of green technology and sustainability.

  o This year, the Dept. SIP was offered to SYBSc Life Science students. They conducted a science and health awareness workshop in the **Worli Sea Face BMC School** in collaboration with Teach for India. The 1-hour session included activities, games and a puppet show on topics 'Sanitation and Personal Hygiene' (basic microbiology – normal skin flora, gut microbiota, harmful bacteria) and 'Diseases' (Malaria and Cholera –causes, symptoms, life cycle, treatment, preventive measures). 110 school students of Std 9th participated.

  o FYBSc student **Mr. Ishan Patil** designed the layouts for 'Spectrum', a science magazine for underprivileged school students. The magazine is a collaborative effort of the Departments of Life science & Biochemistry, St. Xavier's College, Mumbai, Sophia College for Women, Mumbai and the Teach for India Foundation.

- **Department of Microbiology:**

  o All 55 FYBSc students participated in the college SIP

  o The SYBSc students checked the potability of 10 drinking water Points in the college every month through the academic year.

  o The compost bin set up by Prof Sangeetha Chavan in association with the Stree Mukti Sanghatna was inaugurated by Dr. Anthony D'Souza SJ, our Rector on 30th of June, 2017. Students of the

MSc 2 , TYBSc and SYBSc participated by adding canteen waste into the bin and helping other students and canteen boys to segregate their waste. Students also helped to initiate a Cleanliness drive especially in the canteen.

- **Department of Mathematics:**
  - o Twelve FY maths students prepared charts of multiplication tables from 1 to 12 and also charts explaining basic mathematical operations like addition, subtraction etc. in 3 different languages- Hindi, Marathi and English. They also prepared models of geometric figures like square, circle, triangle etc. All this material was then submitted to SIP unit of college. Through them it was distributed to some BMC schools.
  - o In the 2nd semester mathematics department offered remedial coaching in maths. Seven students registered under mathematics department for SIP and 4 of them completed it successfully. Details of the students who registered under SIP (i.e .UID no., Name, Subject combination) and of students that they had helped were noted. Three students assisted their own classmates and one helped a student from Arts who had taken Economics but not Maths. These students had to meet the department SIP coordinator every week and report the no. of hours spent that week in coaching and also details of the topics taught. Students who got remedial coaching informed the department that this coaching had been extremely beneficial to them.

- **Department of Physics:**
  - o The program for FYBSc students was to determine the difficulties faced by junior college students in physics, and remedy these through peer-to-peer discussions. Moreover, it attempted to encourage students to rediscover concepts that were earlier rote memorized, or simply unascertained. This will lead to a higher level of clarity, when deciding what field to pursue. The structure is as follows: in order to determine the difficulties faced, two sets of surveys were conducted. The first, a general questionnaire and the second, a more specific one, based on the results of the first. These surveys were drafted by faculty members and conducted by the FYBSc students.

- **Department of Statistics:**
  - o The awarding of 5 SIP hours for 56 students from the Department was done in the following manner:
  - o Overall Analysis of data using EXCEL -26
    - ✓ The students were instructed at the start of the assignment as to the specific statistical measures expected to be used and the type of output required.
    - ✓ The students worked in pairs.
    - ✓ The output has been saved.
  - o Making soft copies of Statistics related material from books which are out of print. -06

- ✓ Several good Statistics text books written by illustrious professors of the Statistics fraternity are now out of print. Certain relevant parts of these books have been typed out by the students.
- ✓ The vivid explanations were helpful for both staff and students of the Department
- ✓ This matter serves as a useful Data/ Question bank.
- ✓ The typed material has been saved in the Department computer.

- o <u>Mentoring of academically weaker peers by students who fared well academically</u>. -06
  - ✓ The mentor was selected by the student needing help.
  - ✓ The academic performance of the mentor was scrutinized by the Department.
  - ✓ The mentor was instructed that he would be awarded the 5 hours only if he extended his help through the year and a record of the same has been maintained.
  - ✓ A continuous check was kept on the performance of the student being mentored. (Marks secured in CIA-2 & ESE)
- o <u>Library Work -02</u>
  - ✓ The library staff assigned various jobs to the students including: (i) Attaching magnetic tape on books.
  - ✓ Shelving.
  - ✓ Serial number writing.
  - ✓ Arranging books according to serial number.
  - ✓ The Department has verified that the work was done as per the requirement of the library staff.
- o <u>Preparation of Charts for Municipal Schools.</u> -16
  - ✓ Students were asked to draw charts on various topics.
  - ✓ The topics on which the charts were made were Biodiversity, Ecology, Carbon cycle, Future careers, Ecological Pyramid, Health & Nutrition and Inside a leaf.
  - ✓ Charts were done in Marathi, catering to the type of students attending.
  - ✓ Students were instructed to keep the charts largely pictorial

- **Department of Zoology:**
  - o Twelve students worked with an NGO Welfare of Stray dogs at Mahalakshmi and learnt to take care of stray dogs.
  - o About 10 students worked with NGO Ek Prithvi and explained the basics of environmental science in New Modi Street, Municipal Upper Primary English School near College.

Annexure IV

PROGRAMME FOR TECHNOLOGY UP GRADATION 2017-18

- Knowledge centre organized live broadcasting of Graduation ceremony 2016- 17.
  - Thursday 21st June, 2017 - B. Com, BMS, BMM and BSc. I.T.
  - Friday 22nd June, 2017 - Science Stream
  - Saturday 23rd June,2017 Arts Stream
- Set up of CCTV cameras with networking in Hostel Building.
- Tie up with Airtel firefly and deployed Campus wifi in college.
- Set up Statistics Lab with 33 computers and 1 server with networking and AV facilities.
- Migrated from Cyberoam to Sophos firewall and set up the same.
- Tie up with Microscan computers and deployed 45 Mbps 1:1 Broadband connection as backup in emergency.
- **Turnitin:** Renewal of campus subscription for Turnitin with iGroup Infotech
- India Pvt. Ltd.
- Creating login credentials of online library (NLIST) for students and staff. (Online - e-library)

Arranged lab facilities for following workshops & events:

Topics/ Subject	Department	Date	No. of Participants	Software installed
Moodle Workshop	XKC	06.06.2017	30	Internet
Workshop for Biological Science	Statistics	27/28/29 Sept 2017 & 3 Oct 2017	30	SPSS, R
Diploma in Forensic Science & Criminal Law	Zoology & Forensic Science	25.09.2017 26.09.2017 27.09.2017	30	Internet
Deloitte online Test	Placement	07.09.2017	60	Internet
Deloitte online Test	Placement	20.09.2017	30	Internet
Bioinformatics Workshop	Biotechnology	20.01.2018	30	Rasmol, Bioedit
Xenith 2018	BSC IT	20.01.2018	30	Autodesk 123d, design 1.7
SIP Programme for Non-Teaching Staff	BVOC(SD)	20/21 Feb 2018	30	Basic computer knowledge
Social Media Marking	BMS	24.02.2018	25	Internet
GIS Workshop	Botany	17/18	30	Google Earth

SOCIAL INITIATIVES

The Social Service League (SSL):

SSL has become an institution within college that represents active student involvement and leadership in social service. In recent years, the SSL has managed to regularly carry out a number of social service activities and this year was no exception with 5 major projects, namely- Project Care, Blood Drive, Rural Camp, Project Paint, and Souvenirs being executed under the watch of the SSL's Executive Committee and Fr. Terry Quadros.

o **Project Care**: As per the SSL's motto- "Where Good will Meets Opportunity"- the SSL, strove to create a space that attracted people who were interested in serving society. Project Care is the SSL's flagship project; the primary objective of this project is to add to the lives of underprivileged children through teaching and activities. In partnership with two NGO's, volunteers for this project went to slum areas in Byculla and Mahalakshmi to supplement the formal education the children were being given. Not just tutoring, but games and other activities were conducted in order to enrich the children's learning and to, simply put, entertain them. The project ended on a bang with "PC Mela", where all the children our volunteers work with are brought together for 2 days of good and simple fun, turning out to be a great success.

o **Blood Drive:** A blood donation camp organised on-campus where the primary objective is to ensure that the blood shortage faced by Mumbai on a daily basis can be reduced by the contribution of our, actual blood, sweat, and tears. With one Blood Drive every semester, the SSL managed to gather over 500 donations of blood. With every donation filling one bag, which in turn can be used for three separate individuals- the SSL managed to infuse over 1500 lives with life.

o **Rural Camp** is another project that has managed to stick around for decades now, where volunteers are taken to a rural area of Maharashtra. When there, they engage in manual labour for 10 days to benefit the locals. This year, Camp was held in "Shanti Niketan", a Jesuit campus in the Manor-taluka of Palghar district. Volunteers constructed a check dam, levelled ground, shifted rocks, and made sand as per the requirements. An important aspect of this project is character building where "city-brats" are made to live in less than comfortable conditions and come to enjoy it through the bonding in the unique environment that Rural Camp creates amongst the volunteers.

o **Project Paint's** objective was simple-"One Month, One School". This project aims to brighten the environment in which children study through a few coats of paint, beautiful art, and a lot of love. The pictures probably say more than words ever could.

o **Souvenirs** are the SSL's goodies department- it aims to "upcycle" waste into beautiful products that can be sold to generate revenue that can be used by the SSL for other projects.

AICUF (All India Catholic University Federation,): is a movement of university students with a vision for a new and just society. The AICUF Maharashtra (the only AICUF unit in Maharashtra exists in St Xavier's College) organizes various activities keeping 3 objectives in mind - Social Outreach, Personality Development and Spiritual Growth. These activities include camps, retreats, hikes, exposure visits, exhibitions, seminars, rallies and campaigns. The activities of AICUF for the year 2017-18 :

- **The Dark Matters- 14th July** AICUF organised its first session of the year, 'The Dark Matters', a film screening followed by a review on the 14th of July, 2017. The film was an audio story written and directed by a few college students, who are visually challenged. It provided Xavierites the experience of understanding a story using one's auditory senses,

- **Tribal Dance Workshop- 8th September.** The workshop aimed to provide AICUFers the opportunity to understand the rich cultural heritage of Indian tribes and how art enables communication across generations. Information was shared about issues that played some towns in North East India.

- **World Peace Day- 21st September:** For the first time this year AICUF collaborated with various groups (DIRS, SSL, and XIC) to celebrate World Peace Day. It focused on the killing of the journalist Gauri Lankesh, along with other issues such as Blue Whale and porn addiction among adolescents.

- **AICUF Day-** 16th February was celebrated on the theme of 'taking a Stand.

- Outreach to Salam Balak Trust - 16th September, AICUFers visited Salam Balak Trust, Charni Road. Students, at the organisation interacted with a volunteer, who helped them to clear their doubts and explained some basic concepts.

- Outreach to Our Lady of Piety Home - 17th February: As a part of AICUF Day, AICUFers visited Our Lady of Piety Home and engaged with the adults there.

- Outreach to Snehasadan - 13th January the AICUF unit of St. Andrews College, as a part of Ujali, organised an outreach visit to Snehasadan at Jogeshwari. AICUFers met 20 girls aging from 4-18 years, who were taught basics of self-defence techniques and the importance of presence of mind. The group taught the girls to make paper bags and paper pouches and discussed environmental problems.

- Ujali - the theme chosen for Ujali 2017 was 'Unfolding Feminism'. People refrain from talking about feminism merely because of the controversies it evokes. Hence, AICUF took up this opportunity to talk about Feminism and clear basic misunderstandings.

- **Y.E.S. Camp:** AICUF Maharashtra organised its annual **Youth Encounter Session** (Y.E.S.) Camp from the 1st to the 5th of November, 2017 at Jawhar Taluka in Palghar District,

Maharashtra. The camp was held in coordination with Hinduja Foundation and Learning Links Foundation (LLF). Ms. Niharika Gupta, ex-AICUFer and intern with Hinduja coordinated with the organisation and AICUF for the camp. The group stayed at BAIF MITRA centre at Jawhar, and visited three villages- Chambarshet, Pimpalshet and Kundacha Pada.

EXAMINATION REFORMS

Senior College Exam Cell & Exam Committees – Composition & Functioning: St. Xavier's College (Autonomous), Mumbai, has a dedicated Exam Cell comprising of the Controller of Examination (CoE), an Officer on Special Duty and an office assistant. 3 separate committees are formed to conduct the Continuous Internal Assessment-1 (CIA-1), the End Semester Examinations (ESE) and the Additional Examinations (AE). Each committee is headed by a Convenor and is composed of 11 other members (total of 12 members). These are a balanced mix of senior and junior teachers from both the Arts and Science faculties. The convenor and members normally rotate on a 3-year basis. The CoE along with the Examination Committees oversee the smooth conduction of all exams in college except the CIA-2. The CIA-2 exams (of varying modalities) are managed by the respective departments at the department level with a common timetable set by the College Vice-Principals in consultation with the Department Heads.

Exam Reforms

1. Exam Committee Composition: Earlier, the exam committee comprised of only 8 members creating extreme work pressure on the members involved over the exam days. Balancing regular lectures, practicals and performing exam duties over and above that was proving too strenuous. The College Management duly recognized this problem and since 2017-18 has increased the composition of the 3 Exam Committees to 12 members, greatly reducing this stress.

Sub committees have been constituted for conduction of CIA, ESE and Additional exams. This practice of rotation of exam duty amongst faculty ensures that a small group is not overwhelmed by the enormous responsibility of conducting exams all through the year. The Controller of examination, however, remains unchanged for all examinations.

To address the needs of students with disabilities, a sub examination committee was constituted

2. Exam Seating Arrangement & Unique Exam Number

- Mr. Subhash Kumar of the IT Dept has written and developed a computer programme to oversee the seating arrangements of college examinations. The programme automatically assigns students of different courses to be seated next to each other, thus preventing the use of unfair means (as opposed to students of the same course are seated next to each other). Ms. Fiona Crasto from the

Exam Cell and Mr. Subhash Kumar ably oversee the seating arrangements for all Senior College examinations (except CIA-2).

- Due to the different subject combinations offered, students sometimes have to change classes and are allotted a different seating on a daily basis (especially true for Arts faculty). The entire seating arrangement for all days of the examination is computer generated and uploaded onto the college website atleast 3days prior to the start of the exams. Additionally, the daily seating arrangements are pasted at the College entrance on large notice boards and outside every classroom on a daily basis. This is changed after every examination in readying for the next examination being conducted in the same room.

- Each classroom is pasted with 2 sets of seat numbers (colour coded red and black to differentiate 2 subject courses) beginning from 1 to the last bench number in that class, and another set beginning from 101 to the last bench number in the class. These are pasted in alternate columns such that no two students appearing for the same course are seated next to each other. This is termed as a 'Snake pattern' to avoid cheating during examinations.

- Each student have been assigned a unique Exam Number (ENO) (maximum 3 digits) that remains constant for both, the CIA1 and ESE examinations. Using this unique number, the students can easily look up the seating arrangement for the classroom and the exact seat (bench) they have been assigned for a particular examination.

3.Exam Modalities

CIA1 and ESE examinations are of the Question-Answer format.

- CIA2 examinations are conducted in varying modalities to facilitate students who are not comfortable with and score less in the question-answer format. This has produced excellent results and students are greatly benefitted by this.

- The college follows the semester system, with 2 Continuous Internal Assessments (CIA) and an End semester Examination (ESE) for each semester. This pattern was changed for the first semester of the F.Y.B.Sc. students whose internal assessments were collapsed into a single examination of 40marks/20marks with an additional 20marks coming from some alternate assessable activity for those departments that chose not to have a single 40mark written test. This break from norm was suggested, to factor in the loss of teaching days due to delayed admission of the first year students.

- Creative methods of evaluation are used –Individual or Group Oral Presentations, Written assignments, Poster presentations, Oral examinations, Role plays, Model making etc.

- At every examination, students are given 5 minutes to read their question paper prior to their actual writing time (as signalled by the ringing of a bell). This ensures that they do not select their

questions in haste and have ample time to decide how they would like to answer the ones they have shortlisted.

4. Examinations for Students With Disabilities (SWD)

- SWD are seated in separate rooms for the examinations and given the mandatory 20 minutes of extra time per hour as per Government of India regulations.
- Right at the beginning of every semester of every academic year, they are provided with an 'Accommodation Letter' and an 'Exam provisions letter' that clearly states their special requirements with regards to lectures, practicals and examinations, as per their respective disabilities. These varying special requirements are met with by the respective exam committees during all exam days.
- **Some alternative exam modalities for SWD:**

  4 broad categories:

  1. Students writing exam on their own (handwritten).
  2. Students writing exam on their own (using computers).
  3. Students using writers. (Details of writers are collected by the Exam Committee)
  4. Students giving oral exams.(Spoken answers are recorded and saved by Exam Controller)

- **Examples of special requirements:**

  Use of magnified font question papers (font size 24, 40)

  Use of screen readers that reads out question paper   visually challenged students

  Use of parchment papers (for diagrammatic questions)

Alternative question papers for visual questions

Use of a table-chair of specific height – physically handicapped students.

Oral examinations – students with disorders affecting memory and motor coordination.

Concession in spelling errors - dyslexic students.

Use of calculators – dyscalculia students.

Alternative questions where diagrams expected – dysgraphia students.

Alternative questions for long case studies

Permission to solve 60% of total questions in a problem set   autism spectrum disorder

Reasonable extension of submission deadlines for project work

5. Evaluation Modalities

- Moderation for FY and SY answer papers – top four marks papers and 20% of the remainder
- Bar coding and double-blind corrections by external expert for TY answer papers.

DETAILS OF MEMORANDUM OF UNDERSTANDING (MOU)

1. The Natural History Museum (NHM), London and the Blatter Herbarium, St. Xavier's College (Autonomous), Mumbai, signed an MOU on 17 July 2017 for research collaborations between the two institutions.

2. G.M.M. Women's College, Bhiwandi and St. Xavier's College (Autonomous), Mumbai signed an MOU on 8 February, 2018 for mutual collaborations in research, teacher training, usage of infrastructure and facilities like Blatter Herbarium.

3. Rajarshi Shahu Mahavidyala (Autonomous), Latur & St. Xavier's College (Autonomous), Mumbai signed an MOU on 24 February, 2018 for faculty and student exchange, sharing and mobilization of resources, infrastructure, and utilization of resources from the departments, especially from Botany Department.

4. The Department of Botany, St. Xavier's College (Autonomous), Mumbai signed an MOU with Satish Pradhan Dnyansadhana College (SPD), Thane on 17 May, 2018 for collaboration between the Botany departments of both institutions. Blatter Herbarium will help Dnyansadhana College prepare for a Biodiversity Audit of their premises.

5. The Botany Department of St, Xavier's College (SXC), under the guidance of Dr. Shinde, conducted a Biodiversity Audit (Tree Census) of the SPD College in the month of May 2018. Along with the students of SPD, MSc students of SXC conducted the tree census and analysed the data collected by them. The official report was submitted to the Head of the Botany Department of SPD College on 19 May, 2018. The techniques of Tree census and Tree identification were taught to UG students of SPD by MSc Students of SXC

BEST PRACTICES

Internationalization of Education at St. Xavier's College

International exchange programme started in SXC in 2004 and continued till date. A list of collaborations with international universities is provided below.

➤ **International Collaboration with top 500 Global Ranking Universities**

1. *Institute D Etudes Politiques De Paris (Sciences Po), France
2. *The Regents of the University of California, USA
3. *University of Dublin, Trinity College, Ireland
4. *Harvard University, USA
5. *Universitat Stuttgart, Germany
6. Yale University, USA
7. *IESEG School of Management, France
8. Ontario Universities International, Canada (OMG programme)
9. *St. Catherines College, Oxford, UK
10. New York University, Stern Business School, USA
11. *University of Notre Dame, USA
12. *The School of Oriental and African Studies, University of London, UK
13. *University of Sydney, Australia
14. *Santa Clara University, USA
15. *University of Glasgow, Scotland, UK
16. *EDHEC Business School, France
17. University of Dundee, Scotland
18. St. Johns College, Cambridge Univ, UK

19. University of Bath, UK

20. Deakin University, Australia

21. Liverpool Hope University, UK

22. *University of California at Berkeley,USA

International Collaboration with beyond top 500 Global Ranking Universities:

1. *Ecole de Management deNormandie, Normandy Business School, France

2. *Saint Louis University, USA

3. *Western Sydney University, Australia

4. *The Universidad Pontificia Comillas, Spain

5. *SOKA University, Japan

6. *New Jersey City University, USA

7. *Trinity Western University, Canada

8. *Daegu Haany University, S. Korea

9. Scottsdale Community College, USA

10. *HMKW, Germany

11. *Sophia University, Japan

12. * Ottawa University, USA

13. *The Universidad del Salvadore, Argentina

14. Sogang University, South Korea

15. *International collaborations that is valid to date.

Student Data: 2016-2018

Academic Year	Number of Incoming International Students	Number of Outgoing SXC Students
2016-May 2017	105	43
2017-May 2018	81	37