



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**


Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ST. XAVIER'S COLLEGE (AUTONOMOUS)
C-33555
Mumbai
400001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	ST. XAVIER'S COLLEGE (AUTONOMOUS) Mumbai Maharashtra 400001	
2.Year of Establishment	1869	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	7	
Departments/Centres:	24	
Programmes/Course offered:	47	
Permanent Faculty Members:	122	
Permanent Support Staff:	143	
Students:	3797	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Aided Autonomous college with the status of College with Potential for Excellence 2. Good academic and co-curricular atmosphere with inclusive culture and ICT oriented teaching 3. Good traditions are implemented and sustained over the years by disciplined students dedicated faculty and committed management	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 19-01-2022 Visit Date To : 20-01-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAJ KUMAR KOTHARI	Professor,Diamond Harbour Womens University
Member Co-ordinator:	DR. SATPAL BISHT	Professor,KUMAUN UNIVERSITY NAINITAL
Member:	DR. G VAZHAN ARASU	Principal,St Aloysius College
NAAC Co - ordinator:	Dr. Pratibha Singh	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Curriculum have been enriched based on pedagogical framework, national and global developmental requirements by staying abreast with technological advancement, industry needs and national policy. 10-point grading credit system has been followed to meet global and national industry demands. Curriculum offers a choice of cross faculty courses, paving a path for interdisciplinary learning. The Programme Outcomes, Programme Specific Outcomes and Course outcomes are defined for all courses. Every department designs the syllabi for their courses which are passed by the concerned Board of Studies. The students through the mandatory Social Involvement Programme participate in social outreach programmes.

College has designed its curriculum to create individuals who are competent, ethical, compassionate and committed to striving for social justice, harmony, environmental sustainability and care for the marginalized. The course 'Giving Voice to Values' is introduced as part of the curriculum to interrogate moral and ethical values. The Social Involvement Programme is a compulsory credit. The activities for Visually Challenged focus on creating an inclusive environment. Gender dynamics is included in the courses offered by the faculty of Humanities. The course on Psychology of Relationships sensitizes students on relationships, marriage and sexuality. Environment and Sustainability concerns are addressed through the course on Environmental Studies. Projects on Solid waste management and Zero Waste practicties. Some of the UG and PG courses expose students in business ethics, ethics in counselling, creative writing, policymaking, genetic cloning, clinical studies, and stem cell biology. Academic ethics is implemented by a plagiarism check.


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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.3.4 QIM	Preparation and adherence of Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The advanced and slow learners are identified by various assessment methodologies. Co-curricular activities are provided to the academically advanced learners beyond the regular course work. To stimulate higher thinking skills, workshops, site visits, research projects and interactive lectures are organized. Analysis of slow learners is based on information about their medium of schooling, native tongue and exposure to English. Slow learners benefit by engaging with the Language lab and availing of its language acquisition technology. The lab assists students facing difficulty in learning English, Hindi, French and Marathi; and also those who would like to improve their communication skills.

College has prioritized student experiential learning through projects, exhibitions, field trips and privilege walks. Many departments organized exhibitions. The educational games, quizzes, exhibitions, working models, charts, real life visuals, microscopic images, and fold scope microscopy working models, charts, real life visuals are used in learning and teaching methodologies. 'Walk of Life', 'Privilege Walk', Field-trips and Industrial visits too are organized regularly as part of experiential learning.

The Staff have tailored their pedagogical methodologies to suit the learner. Institution has incorporated digital technology in teaching and learning and the campus is Wi-Fi enabled. There are altogether 39 ICT enabled classrooms and 10 smart class rooms which are equipped with over-head projectors and sound systems. These are used for visual, virtual-experiential and interactive learning. Teachers used these facilities for teaching, evaluation, communication and resource sharing. The faculty also used online resources to encourage students to gain contemporary knowledge of the subjects. Teaching and evaluation applications such as Power Point, statistical software, EXCEL, E-Books, Google workspace tools etc. are used to enhance and to optimize teaching and learning of students.

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Before the start of the academic year the designated committee after taking inputs from the departments, Academic Council and the Management, College plans all the academic, co-curricular and extra-curricular activities and documents them in the academic calendar for the year. The calendar is published on the official portal as well as the college handbook. The Academic calendar highlights the dates of Continuous Internal Assessments, practical exams, End Semester Exams, display of answer papers, result declaration dates etc. Every teacher in consultation with the head of the department prepares a teaching plan for the courses and the same is implemented. Through departmental meetings the HOD monitors the progress of the course completion as per the teaching plan. Care is taken by all teachers to complete the syllabus successfully as per the academic calendar.

ERP software called PE Degree is incorporated to enable examination procedures and all activities of the examination system. This ERP is modified and updated timely as per requirements of the examination. Some of these functions are Marks Entry Portal, Declaration of Semester Results and Graduation mark sheets, Generation of Reports, Generation of Admit cards and Record Sheet of individual students. Adequate number of Security features is placed on the mark sheets printed.

The College has formulated Programme Outcomes for all Programmes offered and the theme is based on the pedagogical values of the revised Blooms Taxonomy. The Departments formulate the Programme Specific Outcomes (PSO) and Course Outcomes (CO). The same is discussed in the Board of Studies (BOS) meetings and finalized. The Course outcomes are specifically tailored keeping in view the Programme outcomes. The Course and Programme specific outcomes are re-formulated whenever changes in the syllabi are passed by the BOS. The same are then approved by the college Academic Council and the Management Board.

Sufficient care is taken to ensure that the curriculum are aligned with the Vision-Mission of the College and Programme Specific Outcomes. Each course outcome is mapped to one or multiple Programme Specific Outcomes. The college has the mechanisms to assess and evaluate student learning in observance with the pedagogy of Blooms Taxonomy and Course Outcomes. The Continuous Internal Assessments, written tests, MCQ's, Quizzes, Presentations, Assignments, Projects etc. and End Semester Assessment are used mainly for the attainment of programmes. Feedback to assess the achievement of learning objectives by students is done via the teaching assessment questionnaire.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years
3.7	Collaboration

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Qualitative analysis of Criterion 3

The College has a defined policy for research and is recognized by Mumbai University for Ph.D. programs. To develop a research culture in the college, there are centres with good infrastructure facilities. The research facilities upgraded in terms of equipment etc. through various received grants from various funding agencies. Multidisciplinary researches activities are nurtured by encouraging inter departmental collaboration. Collaborations with Industries have helped in promoting research ideas.

The College has established Blatter Herbarium, Caius Research Laboratory, Nadkarny Sacasa Research laboratory, Heras Institute of Indian History and Culture, Palacios Research Laboratory and Central Instrumentation Facility to promote research culture among faculty and students. Research in the laboratory is being carried out in respective fields. More than 150 students have been awarded M.Sc. and/ or Ph.D. degrees through the laboratory. Entrepreneurship Cell of the college works towards fostering the spirit of entrepreneurship and skill development among students through its various activities.

Social Involvement and extension activities of the college are carried out through Social Service League, Xavier's Resource Centre for the Visually Challenged and Departments through various collaborations. The students work with street and slum children, physically and mentally challenged individuals, orphans, domestic workers, hospital patients, senior citizens, etc. They are required to carry out a minimum of 45 hours of work with various NGOs and 5 hours of in campus activities. Students are involved in Blood donation drives, Project Care, Rural Camp, Annual exhibition. Departments organize cleanliness drives, health awareness programs and remedial coaching for municipal schools, plantation drives etc.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)


4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.)
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The Institution has reasonably adequate infrastructure and physical facilities that are required for teaching and learning in terms of classrooms, labs and computing equipment. All classrooms are equipped with projectors, screens and sound systems and some are with smart-boards. Science laboratories are ICT enabled. Laboratories for research activities are available. There is Visual Arts Studio equipped with digital


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cameras, lighting equipment and an A.V. editing unit.

The college has sufficient facility for indoor sports, gymnasium and games. The size of the gymkhana is 3100 square feet and has a Badminton court, boards for Carom and Chess. For outdoor sports college has a basketball court and a volleyball court. The gymkhana is also used as a multipurpose hall to conduct various academic and extracurricular programmes. An open-air stage is available. The Palacios Hall is used for all the cultural and college events.

The College Library is with an area of 834 Sq. M. and contains rare books dating from 18th and 19th century. Closed Circuit TV camera system, an Electromagnetic Detection Gate and reorographic system are installed. N-List, a consortium of e-books and journals was made available to readers through user Id and password. System for Library Information and Management is used for Library automation. Cataloguing and Acquisition's module are used with OPAC terminal, and a LAN

The college is equipped with computer labs located across campus to support all the all courses. It has computer labs, cybercafé, IT labs, video conferencing lab and Cog-Lab and Language lab. The College also caters to visually impaired persons, with various screen readers, text to speech converters, Braille machines, etc. The Mathematics and Statistics labs are equipped with computers. The Big Data Analysis lab and IT facilities are available for general and office use. All departments are networked with fiber optics. 265 mbps lease line with 1:1 bandwidth is available for staff and students; while offices have a bandwidth of 100 mbps. Airtel provides free Wi-Fi to staff and students on campus. There are ten servers; CCTV cameras and digital signage TVs are installed.

The infrastructure and equipment are maintained by the Administrator's office. Regular maintenance is carried out via AMCs as well as routine checks of electrical, equipment, water purifiers and sewage and garbage disposal. A technician is employed on contract basis for the basic up-keep of the laboratory equipment. Formal external audits for electrical, fire and structural safety are conducted. Laboratories and classrooms are cleaned every evening by support staff. The librarian takes care of all affairs associated with the library. Every Thursday for one hour the library is closed for maintenance. The ICT equipment in classrooms are maintained by the Computer centre. The sports equipment are cleaned and maintained by the gymkhana support staff. Campus securities are outsourced and are directly handled by the Treasurer's office.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

The Student Council comprises of General Secretary, Treasurer along with one representative each from degree course, Sports, WDC, Cultural Secretary and lady representatives. The Student Council is represented in administration, academic IQAC, Infrastructure Committee, Grievance cell, Discipline Committee, Cleanliness Committee and organization of student activities. The student council is involved in organizing


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the Independence Day and Republic day celebrations along with organizing College Day, Teacher's Day, Traditional day, Farewell and the Graduation Ceremony.

As per the records available Alumni Association is more than 100 years old and registered in 1964. This Association is being managed by alumni and brought under the umbrella of the Xavier Development Programme (XDP). The alumni website provides ongoing information about college. Alumni served as the Industry-connect and delivering lecturers regularly and has founded various equipments and infrastructure resources. They also facilitate internship, placement opportunities and career guidance. Several alumni have generously donated in terms of scholarships, student-benefit fund and curriculum development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

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Qualitative analysis of Criterion 6

The mission of the college is to facilitate training for professional innovation, to foster cultivation of personal integration and to encourage advocating social inclusion. In keeping with its vision-mission, the Leadership is sensitive and contributes to a culture of empathy and inclusion. Conducive environment is cultivated by the management. College encourages all the stakeholders to do well.

Presence of number of Committees acknowledges the participative management and decentralization of power. A comprehensive committee system is set up for the smooth functioning of the college. Each Committee is appointed by the Principal, according to the interests and competence of the Faculty members. The committees draw on the expertise of the Principal and the Vice-Principal, who themselves act as conveners of statutory committees, academic councils and governing bodies. These committees are involved in overseeing student admission, conduction of examinations, festivals, international programmes, seminars and conferences and operations of libraries etc. All the committees function democratically with accountability.

The college drafts strategic plans for 5-year segments and these include the optimal utilization of resources on campus, with physical resources such as space, water etc. and the intellectual resources of knowledge, training and experience being considered under the broad umbrella of 'Resources on campus'. Number of steps have been taken to implement this strategic plan effectively.

The Governing body of the Trust which implements the Vision and Mission, initiates new programmes and participates in the appointment of key officials etc. The Governing Body reports to the Trust on key issues and reforms. The Principal forms the connecting link between various statutory bodies on campus. The Treasurer, Registrar, Heads of departments and the conveners of several key cells report directly to him. Vice Principals handle the daily administrative and Academic issues. The Registrar is the overall in-charge of non-teaching staff. All the Statutory bodies on campus function as per the norms of the UGC and affiliating University. Faculty is a part of every student body and they are rotated between the various committees to ensure that there is no stagnation

Interest free loans, advances and festival advances are given to the teaching and non-teachings Staff on request. Wards of the Staff are ensured admission in the college on a priority basis. Reimbursement of 50% of the premium amount towards the Medical claims is ensured. Payment of Rs. 1000/- per child of a non-teaching staff is given as part of their children's tuition fees. Human Development seminars and training programmes for teaching and non-teaching staff are held. Staff are supported in terms of financial assistance towards registration for seminars and workshops. Management provides a 50% discount to the children of the staff in the college Wellness Centre. The college sponsors the participation of nonteaching staff in sports and leisure events.

The Bursar of the Parent Trust conducts two internal audits and examines the revenues generated as against the expenses incurred and the assets purchased or written off. It also ensures the timely preparation of the budgets for the different units and reviews the variances that have occurred. External audit is conducted by Chottalal H. Shah & Company. Annual scrutiny by the Income Tax Department, a statutory GST Audit, and the State Senior Auditor are conducted.

The Trust has put into place a mechanism which has enabled adequate budgetary protocols to meet various needs of the college. Checks and balances ensure efficiency, optimal utilization, accountability and transparency. The Governing Bodies of the Trust and the College, the Principal, the Finance Committee, and

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the Purchase Committee work to use the resources. HODs ensure utilization of funds that are allocated to the departments. The institution has generated reserves which are used for new and important projects and has mobilized funds from various Government schemes, such as the UGC XII Plan, CPE, DST/FIST, Autonomy, DBT Star College, minor/major research grants, Vocational Studies, Community College and RUSA funds. Non-Government Funds too has been received.

IQAC of the college undertakes audits and reviews. Some of these include: change in the grading pattern from a 4 point to a 10 point system, Internal Documentation audit, Department quality assurance coordinator, Academic audit, Electrical Safety Audit, Administration audit, Environmental audit, fire audit, MoU with CERE, up gradation of classrooms with technology, upgrading of Computer and computer programmes. Lecture recording is done to facilitate E-learning.

Structured feedback for teaching and learning has been implemented by replacing manual system to online method. For this the Teaching Assessment Questionnaire committee has shifted from the Optical Mark Reader based collection data to the online format. In order to enhance the transparency in awarding marks the answers are discussed in the class and answer papers are shown to the students before the results are declared. Departments are provided with the statistical data of class performance in each course and trends are discussed with the department. Students with blindness are offered varied training and awareness to promote inclusion and access for persons with blindness and low vision. The Inclusion cell provides a holistic end to end Inclusive education delivery program.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The campus has a gender neutral and healthy atmosphere. The physical safety and emotional well-being of students, teachers, administrative staff and visitors are addressed. To ensure a safe campus the college has increased CCTV coverage in premise campus, men and woman security Personnel have been appointed. The college has Women's Development Cell and Internal Committee to address gender-based grievances. Annual self-defense workshop and number of seminars and talks on issues related to gender are conducted. Discussions are initiated on gender policy and sensitive topics.

College has been segregating its waste with separate bins for dry and wet waste collection placed around the campus to facilitate recycling of the biodegradable and non-biodegradable waste. For Solid waste management vermicomposting pits have been installed in collaboration with the NGOs. The compost generated is used in the college green spaces. In order to recycle plastic waste, college participated in the Mumbai Plastic Recyclathon. Waste Management Awareness Lectures, field visits are organized to sensitize students about solid and liquid waste management.

College believes in inclusive education that translates to humanistic outreach to build better communities and socially conscious citizens. For the inclusion of disabilities, number of measures have taken by the college. Nearly 30 percent of the admissions are given to students from outside the state. Various departments and associations organize activities to reflect the cultural diversity of students. The College has a Language Lab dedicated to language learning that helps students from rural and non-English speaking backgrounds. It also extends support to exchange students from foreign nations by organizing workshops to learn Hindi. The college has language clubs and organizes festivals. Interfaith approach to spirituality is adopted. The Interfaith service adopts themes that integrate issues of local, national, global and cosmic relevance. Secular inclusion is celebrated through multiple events organized by departments and associations.

It is mandatory for students to take a course on social values and contemporary issues like addiction, suicide, gender, relationships, making a choice, communal sensitivity and global citizenship. The Special classes on Giving Voice to Values, Gender Sensitization, Laws such as POCSO and POSH, Constitutional obligations, Article 35 A and the Youth parliament are conducted to sensitize the students and employees. Alumni have contributed generously in nurturing a value system and raising responsible citizens.

At the college, international days and national festivals and the birth and death anniversaries of our national leaders are celebrated with reverence. Independence Day, Republic Day and Maharashtra Din are celebrated. On 'Gandhi Jayanti' and Martyr's Day, activities are organized on the principles of non-violence, truth and cleanliness. Children's Day, Ambedkar Jayanti and Teachers Day' are celebrated. College also organizes activities to on Science Day, Statistics Day, Mathematics Day, Yoga Day, Human Rights Day, Women's Day, Environment Day, Coastal Clean-up Day, Constitution Day, Voter's Day, Suicide Prevention Day, World Health Day, National Income Tax Day, Navy Week, Hindi Diwas, Marathi Bhasha Diwas and Storming of the Bastille - French National Day.

Social Involvement Programme and Academic enrichment beyond classroom are the two best practices which are implemented. The Social Involvement Programme aims at provoking students to work beyond minimum expectations by: Making them critically consciousness of India's social, economic and political realities and urging the college curriculum to connect with social realities and inspiring students to become individuals who believe in being for and with others. Through the Academic enrichment beyond classroom programme students are taught to challenge their limitations. The main objective is to offer interdisciplinary

and multidisciplinary courses.

The Xavier's Resource Centre for the Visually Challenged for students with disabilities is identified as one area of distinctiveness by the institution. It has provided an inclusive education services to over 110 students with disabilities each year. 21 disability types, training services are given to persons with disabilities. Accommodations are provided to students with disabilities by the Enabling Committee.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

Inclusion of Students with Disabilities and diverse students groups

Well maintained infrastructure with ICT conducive to teaching and learning

Effective Leadership by the Principal and supportive Management

Qualified teaching staff and supporting Staff committed to the goals and objectives of the Institution

Transparency at all levels of administration

Weaknesses:

Decreasing numbers of permanent Faculty due to the lack of government is concern appointing sanction to fill all the aided vacant posts

Space constraints due to The Heritage Tag which does not allow for easy infrastructure expansion and development

Limited research activities.

Due lack of expansion possibility girls hostel not available

Lack of Documentation of students' progression and placement opportunities

Opportunities:

Potential to be a Private University for the betterment of Society

Starting more industry driven and integrated New PG courses and programmes

Scope to develop research output and to establish good research facilities with the financial help of the Management, Alumni and other funding agencies

Further strengthening of academic collaboration with Indian and foreign universities

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To establish linkages and MoUs with industries and research organizations of repute

Challenges:

Sustaining and retaining teachers who are temporary and Ad-hoc Faculty

Changing the mindset towards innovations and change

To sustain growth and development of the Institution.

Generation of funds from Non-Government Sources

Striking a balance between traditional courses to skill based courses To balance the need for financial input through self-financed programmes

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The Institute should take initiatives to become a Private University
- Efforts to be made to fill up Government vacant aided faculty positions
- Incentives to could be given to the faculty for research output and patents
- PG and UG curriculum could be modified as the New Education policy outline
- Task force may be formed for the documentation of student progression and placement
- To introduce more professional courses by establishing satellite campus
- Efforts to be taken to generate funds from Non-Government sources
- Task force may be formed to bring paid consultancy
- Feedback based commencement of more PG and research programmes in geo-specific and emerging areas
- Faculty may be encouraged for developing real life case study material by establishing case Development Cell

I have gone through the observations of the Peer Team as mentioned in this report

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Signature of the Head of the Institution

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PRINCIPAL
ST. XAVIER'S COLLEGE
AUTONOMOUS
Seal of the Institution

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1	RAJ KUMAR KOTHARI	Chairperson	 20/1/22
2	SATPAL BISHT	Member Co - ordinator	 20/01/2022
3	G VAZHAN ARASU	Member	 20/1/22
4	Dr. Pratibha Singh	NAAC Co - ordinator	

Place MUMBAI

Date 20/01/2022 at 1:45 PM

NAAC



St. Xavier's College, Mumbai

(An autonomous institution affiliated to the University of Mumbai)

Schedule of NAAC Peer Team Visit: 19th and 20th January 2022

Day 1: Wednesday 19th January 2022

Time(From)	Time (To)	Event
0815hrs	0830hrs	Peer Team travel from Hotel to college
	0830hrs	Peer Team welcomed at college gate
0845hrs	1000hrs	Principal's presentation
1000hrs	1045hrs	Interaction with IQAC
1045hrs	1050hrs	Chapel Visit, Visit Examination Section
1050hrs	1100hrs	Visit Exam Control Room
1100hrs	1120hrs	Visit College Office, Treasurers, Accounts.
1120hrs	1230hrs	Interaction with All Heads of Departments
1230hrs	1330hrs	Visit Departments /Centres of special interest
		Central Instrumentation Facility, Zoology, History,
		Ancient Indian History Culture and Archaeology,
		Life Sciences, Commerce (Evening College), Economics,
		Botany, Blatter Herbarium, Sociology, Geology
		Political Science, Mass Media, Public Policy,
		Management Studies, Satyajit Ray Media Studio.
1330hrs	1400hrs	Lunch with the Governing body, Management, Government and University Representatives
1430hrs	1600hrs	Visit to Various Departments and Centres of Special Interest
		Xavier Resource Centre for Visually Challenged (XRCVC)
		Microbiology, Biotechnology, Physics, Chemistry
		Library - Reference and Reading Room, Fell Gymkhana,
		Social Involvement Program Cell,
		Canteen, Hostel, Language Lab, Knowledge Centre
		Wellness Centre , Medical Assistance Room.
1600hrs	1730hrs	Meeting the Stakeholders
		Parents , Alumni, Students
		Non Teaching Staff / Teaching Staff
1730hrs	1800hrs	Visit to Various facilities
		Entrepreneurship Cell, IC - Womens Development Cell
		Placement Cell, Council for International Programs.
1800hrs	1845hrs	CULTURAL PROGRAM
1845hrs	1930hrs	Visit to: Indian Music Group - Music Library, Heras Institute.

DAY 2: Thursday 20/01/2022

	0930hrs	Team reaches college
0930hrs	1040hrs	Visit to Various Eco-friendly initiatives
		Solar Panels, Composting Facility
		Ground Water Harvesting.
1040hrs	1045hrs	Library - Lending and Reference Section
1045hrs	1215hrs	Report Writing
1215hrs	1300hrs	Report sharing with Head of Institute
1300hrs	1400hrs	Lunch break
1400hrs	1430hrs	Finalising the Peer Team Report and upload
1430hrs	1530hrs	Exit Meeting with all Staff

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