Self-Study for Autonomous Colleges

REACCRREDITATION REPORT – CYCLE 3

B. Profile of the Autonomous College

1. **Name and address of the College:**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. Frazer Mascarenhas S.J.</td>
<td>O: 022-22620661 R:</td>
<td>9324544540</td>
<td>22659484</td>
<td><a href="mailto:principal@xaviers.edu">principal@xaviers.edu</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Dr. Rajendra Shinde</td>
<td>O: 022-22620665 R:</td>
<td>22659484</td>
<td></td>
<td><a href="mailto:rajendra.shinde@xaviers.edu">rajendra.shinde@xaviers.edu</a></td>
</tr>
<tr>
<td>Steering Committee Co-ordinator</td>
<td>Dr. Nandita Mangalore</td>
<td>O: 022-22620665 R:</td>
<td>22659484</td>
<td></td>
<td><a href="mailto:nandita.mangalore@xaviers.edu">nandita.mangalore@xaviers.edu</a></td>
</tr>
</tbody>
</table>

2. **For communication:**

3. **Status of the Autonomous College by management.**
   i. Government
   ii. Private  ✓
   iii. Constituent College of the University

4. **Name of University to which the College is Affiliated**
   - University of Mumbai

5. **a. Date of establishment, prior to the grant of ‘Autonomy’:** 02/01/1869
   **b. Date of grant of ‘Autonomy’ to the College by UGC:** 31/05/2010

6. **Type of institution:**
   a. **By Gender**
      i. For Men
      ii. For Women
      iii. Co-education  ✓
   b. **By shift**
      i. Regular  ✓
      ii. Day
      iii. Evening  ✓
c. **Source of funding**
   - i. Government
   - ii. Grant-in-aid √
   - iii. Self-financing √
   - iv. Any other (Please specify)

7. **Is it a recognized minority institution?**
   - Yes √
   - No

   *If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence.*

   **Religious**

8. a. **Details of UGC recognition:**

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2 (f)</td>
<td>01/04/1975</td>
<td></td>
</tr>
<tr>
<td>ii. 12 (B)</td>
<td>01/04/1975</td>
<td></td>
</tr>
</tbody>
</table>

   *(Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act enclosed)*

9. **Has the College been recognized**
   a. **By UGC as a ‘College with Potential for Excellence’ (CPE)?**
      - Yes √
      - No

      *If yes, date of recognition: 28th September 2006 (CPE 1)
      31st March 2011 (CPE 2)*

   b. **For its contributions/performance by any other governmental agency?**
      - Yes √
      - No

      *‘Best College Award’ by University of Mumbai, on 26th Jan 2009.
      ‘Star College Grant’ by DBT on 22nd March 2012.*

10. **Location of the campus and area:**

<table>
<thead>
<tr>
<th>Location *</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts or acres</td>
<td>11,749 Sq. Mts OR 2.9375 Acres</td>
</tr>
<tr>
<td>Built up area in sq. mts.</td>
<td>8,096.65 Sq. Mts</td>
</tr>
</tbody>
</table>
11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex ..... ✓
- Sports facilities ............ ✓
- * play ground .............. ✓
- * swimming pool
- * gymnasium .............. ✓
- Hostel
- * Boys’ hostels ............ ✓
- * Girls’ hostels
- Residential facilities
- * for teaching staff
- * for non-teaching staff
- Cafeteria ................. ✓
- Health centre –
- o First aid facility ........... ✓
- o Inpatient facility
- o Outpatient facility
- o ambulance facility
- o emergency care facility

Health centre staff –
- o Qualified doctor Full time Part-time
- o Qualified Nurse Full time Part-time
- Other facilities
- o Bank ................. ✓
- o ATM ................. ✓
- o post office
- o book shops
- Transport facilities
- * for students
- * for staff
- Power house - Solar power plant... ✓
- Waste management facility... ✓
12. Details of programmes offered by the institution: (Give data for current academic year)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme Level</th>
<th>Name of the Programme/ Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/ approved Student intake</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG</td>
<td>Bachelor of Arts (B.A.) in Ancient Indian Culture, Economics, English, French, Hindi, History, Political Sc., Psychology, Sociology</td>
<td>3 yrs.</td>
<td>H.S.C. (XII Std.)</td>
<td>English</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science (B.Sc.) in Botany, Chemistry, Geology, Life Sc. &amp; Biochemistry, Mathematics, Microbiology, Physics, Statistics, Zoology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Commerce (B.Com.) Accountancy</td>
<td></td>
<td></td>
<td></td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Management Studies (B.M.S.)</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Mass Media (B.M.M.)</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Information Technology (B.Sc. IT)</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>PG</td>
<td>Master of Arts (M.A.) in Ancient Indian Culture.</td>
<td>2 yrs</td>
<td>B.A.</td>
<td>English</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Arts (by Research) in AIC, History, Islamic Studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science (M. Sc.) in Biotechnology, Botany, Geology, Life Sciences Microbiology</td>
<td>2 yrs.</td>
<td>B.Sc.</td>
<td>English</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science (by Research) in Chemistry, Botany, Life Science</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Integrated Masters</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Integrated Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Certificate</td>
<td>Certificate Course in Criminal Investigation, Trial &amp; Jurisprudence Cyber Forensics</td>
<td>4 months 6 months</td>
<td>15 30</td>
<td>07 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Diploma</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>PG Diploma</td>
<td>Clinical Research Diploma in Forensic Sc. Gemmology</td>
<td>1 year 1 Year 3 ½ months</td>
<td>25 30 5</td>
<td>18 26 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Any other (please Specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Does the institution offer self-financed Degree Programmes?
   - Yes [✓]  No [ ]
   - If yes, how many? [4]

14. Whether new programmes have been introduced during the last five years?
   - Yes [✓]  No [ ]
   - If yes
     - Number [3]

15. List the departments: (Do not list facilities like Library, Physical Education as departments unless these are teaching departments and offer programmes to students)

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Number</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under Graduate</td>
<td>11</td>
<td>1040</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>06</td>
<td>186</td>
</tr>
<tr>
<td>Research centre(s)</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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16. Are there any UG and/or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.
- No

17. Number of Programmes offered under (Programme means a degree course like BA, MA, BSc, M Sc, BCom etc.)
   a. annual system
   b. semester system ........... 08
   c. trimester system

18. Number of Programmes with
   a. Choice Based Credit System........ 06
   b. Inter/multidisciplinary approach..... 08
   c. Any other (specify)

19. Unit Cost of Education
   (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)
   (a) including the salary component
      Rs. 43,571.09
   (b) excluding the salary component
      Rs. 6,936.41

20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?
   Yes ☐ No √

21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education?
   Yes ☐ No √

22. Whether the College is offering professional programme?
   Yes ☐ No √

23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken thereupon.
   No
24. **Number of teaching and non-teaching positions in the College**

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>*M</td>
<td>*F</td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government Recruited</td>
<td>10</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Sanctioned by the Management/Society or other authorized bodies Recruited</td>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*M-Male  *F-Female

25. **Qualifications of the teaching staff**

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>7</td>
<td>15</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PG</td>
<td>1</td>
<td>8</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>30</td>
<td>36</td>
<td>33</td>
</tr>
</tbody>
</table>

26. **Number of Visiting Faculty / Guest Faculty engaged by the College.**  

35

27. **Students enrolled in the College during the current academic year, with the following details: (First Year)**
28. **Dropout rate in UG and PG (average for the last two batches)**

<table>
<thead>
<tr>
<th>Students</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>From the state where the College is located</td>
<td>395</td>
<td>426</td>
</tr>
<tr>
<td>From other states of India</td>
<td>142</td>
<td>146</td>
</tr>
<tr>
<td>NRI students</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Foreign students</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>541</td>
<td>572</td>
</tr>
</tbody>
</table>

*M-Male  F-Female

28. **Dropout rate in UG and PG (average for the last two batches)**

<table>
<thead>
<tr>
<th>Students</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.A.: 6%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>B.Sc.: 28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.Com: 18%</td>
<td></td>
</tr>
</tbody>
</table>

29. **Number of working days during the last academic year.**

30. **Number of teaching days during the last academic year.**

31. **Is the College registered as a study centre for offering distance education programmes for any University?**

   Yes ☐  No ☐

32. **Provide Teacher-student ratio for each of the programme/course offered**

   **Undergraduate:**
   - Science: 1:15
   - Arts: 1:43
   - Commerce: 1:69

33. **Is the College applying for?**

   Accreditation: Cycle 3 ☐

   Re-Assessment:

34. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

   - Cycle 1: 09/10/1999 Accreditation outcome/results: A - 5 Star
   - Cycle 2: 10/02/2007 Accreditation outcome/results: A+
35.  a. Date of establishment of Internal Quality Assurance Cell (IQAC)

   **01/07/2000**

   b. Dates of submission of Annual Quality Assurance Reports (AQARs).
      
      (i) AQAR for year 2007 – 2008 on 15/02/2013
      (ii) AQAR for year 2008 – 2009 on 15/02/2013
      (iii) AQAR for year 2009 – 2010 on 15/02/2013
      (iv) AQAR for year 2010 – 2011 on 15/02/2013
      (v) AQAR for year 2011 – 2012 on 29/09/2012

36. Any other relevant data, the College would like to include. (Not exceeding one page)

C. Criteria-Wise Inputs

**CRITERION I: CURRICULAR ASPECTS**

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision / mission reflected in the academic programmes of the College?

   The goals of the College are: to contribute to the transformation of society through teaching, learning, research, publication and extension services; to build a world of inter-religious dialogue and solidarity, where discrimination is done away with and the needs of all are respected and fulfilled; to address the practical concerns of students in finding productive and socially relevant occupation; to provide equal access and opportunities especially to disadvantaged groups like the minorities and those socially, educationally, economically and physically disadvantaged; and to challenge ourselves, staff and students, to strive for excellence.

   These goals are reflected in the way the Credit System and the Academic and Non-Academic mandatory requirements have been designed, in the contents of the programmes, in the support structure offered to students and in the many opportunities for growth that the College initiates on campus. Examples of this will be evident in other parts of the Report.

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

   The College applied for Autonomy in Oct 2007 and began preparations by sending teams of senior faculty to Autonomous Colleges in Chennai and Bangalore in 2008. These were followed up with Faculty Seminars and Workshops on Systems in Autonomy, Visioning for 2015, Credit and Syllabi designing, Evaluation Methods especially for Continuous Internal Assessment and Planning of Quality Practices. The entire Faculty was involved in this process of designing the Autonomous System and gaining competencies needed.
The first step taken in curriculum formation was a workshop where Faculty members of each department prepared an outline of all the courses they proposed to offer through the three years of the undergraduate programme, keeping in mind the goals of relevance and global needs fulfillment. This was followed by the formation of the Boards of Studies for each Department, including external subject experts, industry representatives and senior students. The ongoing design of curricula has since been taking place in several stages:

At first the members of the department discuss the kinds of courses that should form part of the subject for that year of study (FY/SY/TY/PG). This is followed by distribution of the courses between the members of the department so that each staff member works on some course outlines. The outlines are generated in consultation with members of the teaching fraternity /industry and by looking at the corresponding syllabi of premier institutions the world over. The syllabi are then fleshed out - with several members of the faculty working together on each course - and brought back for a discussion with all members of the department. When the syllabi have been approved they are sent to all the members of the Board of Studies. This is followed by a Board meeting. The Board deliberates on the syllabi and all the suggestions on which there is consensus are noted. Thereafter, the alterations proposed are incorporated and the final syllabi are approved by the Board. The involvement of the students, who are the primary stakeholders in education, is crucial to the entire process.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

As explained above, the University Statutes on Autonomy mandate that 2 industry experts and 3 subject experts from reputed institutions including research institutes, be part of every Board of Study. They bring the concerns of industry and of cutting-edge research to the process of curriculum design and have played a crucial role in the formation of relevant and challenging Courses. Our faculty and students also interact with civil society at various events on campus and beyond and hence are able to be in tune with what Indian society needs.

1.1.4 How are the following aspects ensured through curriculum design and development?

* Employability
* Innovation
* Research

There is a constant attempt to innovate, use alternate approaches and try different methods to better the learning process. Developing a
research culture amongst students and staff is of prime importance and has been given its due in several departments by the inclusion in the curriculum, of at least one mini research project. Members from industry on the Boards of Study ensure that the goal of employability is addressed. Attention is also paid to introducing entrepreneurship to the students, through an Entrepreneurship Cell, through the syllabi and through other activities in collaboration with other institutions.

1.1.5 How does College ensure that the curricula developed address the needs of the society and have relevance to the regional / national developmental needs?

Every course in the regular disciplines is designed with the idea of contributing to nation-building and hence courses that are more relevant to the present need are chosen over and above older traditional ones. Our syllabi are displayed on our website and feedback secured helps in upgrading them for the next year.

Care has been taken to address the needs of society also by the introduction of 3 special courses over a two–year period. These courses cover fields such as Environmental Studies, Giving Voice to Values and Human Rights, which are very relevant to the present day and enable the immediate incorporation of events and issues that are of immediate concern - both at the regional and national level.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

The UGC model syllabi and the University of Mumbai syllabi are the starting points for the developing of the curricula. In addition, syllabi from the best foreign universities, often sent to us by alumni studying or teaching abroad, are also considered, in order to keep in line with international standards.

Our syllabi are uploaded on our website and are freely available to anyone interested. We are aware that other professionals have been consulting them in framing their own courses. St. Xavier’s has the reputation of being a College that strives for excellence and hence it has an influence on other institutions. For the last 3 years, St. Xavier’s has been the only Autonomous College of its type under the University of Mumbai, but several other Colleges have now applied and been granted Autonomy from the next academic year and have been consulting our Management and Faculty. We cannot claim a national impact, only a local one. However at the national level too, members of our faculty have been consulted on syllabi development, including two of them being invited by the newly created Central University of Sikkim to help in framing their syllabi. A team of faculty from a College in Hyderabad spent a day in our campus consulting our faculty on curriculum design for Autonomous status.
1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options
b. Enrichment courses
c. Courses offered in modular form
d. Credit transfer and accumulation facility
e. Lateral and vertical mobility within and across programmes and courses

The College has opted for academic flexibility, in particular, giving choices to students, especially of an inter-disciplinary nature, given that most advances in science today happen on the interfaces of the disciplines.

Core courses: Every student in the Science UG programme completes 6 core courses (drawn from 3 science subjects in the first year and from 2 of these in the second year) per semester in the first four semesters and four core courses per semester in the 5th and 6th semesters. In the Arts UG programme, every student completes three core courses each in the 1st and 2nd semesters (drawn from 3 Arts subjects), 6 core courses each in the 3rd and 4th semesters and 4 core courses each in the 5th and 6th semesters (with a single or double major subject). This gives them a choice of courses from different disciplines.

Additional courses: In the first four semesters every student has an additional paper – the Special Course. This course is different in each semester and ranges from “Interdisciplinary Environmental Studies” in the 1st Semester, to a Cross Faculty course in the 4th Semester. Arts students have two additional courses in the first two semesters, one applied component in semesters 4th and 5th and two applied component courses in the 5th and 6th semesters. The Science students have one applied component each in the final two semesters.

The Special Courses are enrichment courses designed to introduce the student to socially relevant issues, promote dialogue on the value systems they are growing up with and to engage them in courses from another faculty. This and other such approaches allow lateral mobility between programmes and courses from the 3rd or 4th semester onwards.

In addition the college offers a choice–based credit system for the BSc and BA programmes with students having 10 combinations of subjects to choose from in Science and even more in Arts. The interdisciplinary programmes and the Cross Faculty programmes ensure that all students may have a choice of at least some courses at every level of study and are not just forced into pre planned rigid patterns of education. The college is strongly in favour of interdisciplinary programmes and it is mandatory for every student to do one Cross Faculty Course at the SY level. In addition, there are interdisciplinary choices of applied components at the Second and Third Year levels for Arts students and applied components at the Third Year level for Science students. Students can also choose either a single major or a double major to specialize in at the Third Year level and many combinations of subjects are being sought.
The Credit transfer and accumulation facility is operational and students can earn credits through Courses offered at St. Xavier’s and also from other institutions across the world. Some have interrupted their studies for a year while doing an internship or studies abroad.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If ‘no’, explain the impediments.

A couple of courses have been designed for international students by the Director of the Centre for International Programmes. They are to be implemented in the following academic year.

*India Studies Expose* is designed as a 3 credit Summer Course that will give undergraduate students from foreign Universities a wide exposure on the History, Culture and Contemporary Social & Political Scenario in the Indian subcontinent from an urban perspective. The programme includes field exposure trips/workshops and lecture sessions on Indian History and Culture, Indian Society & Popular Culture, Government and Political System and the Indian Economy.

A Programme on *Economics and Development in Indian Society* for students of Berkeley (2 credits/unit) has also been designed for June 2013. This lecture series would revolve around conceptualizing issues relating to India's economic growth and yet the increasing disparity among large sections of the masses, analyzing their dynamics and debating the various possible solutions within the ambit of India’s new economic agenda. This programme also includes an internship component with NGOs in Mumbai.

Two collaborative teaching Courses in the English and Psychology Departments have entailed a digital interaction between students from Stuttgart University - Germany and Yeshiva University - US, over the last 3 years and which culminated in students from the foreign universities visiting St. Xavier’s for a week of academic work together. These courses have been very successful, gauged from the fact that they were repeated for 3 years. Another purely online Course in the Microbiology Department was on Drug Resistant T.B, between students of St. Xavier’s and Connecticut University in the U.S.

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

No, we do not have any dual degree programmes. However, under the UKIERI grant, St. Xavier’s offered for 3 years a Collaborative Teaching Programme: A One Year intensive Masters in Biotechnology and Enterprise, in which students earned a Diploma from 3 months of academic work in St. Xavier’s and this was then recognised by the University of Bath, which held another 3 months of lectures and practical work in their University campus, culminating in 3 to 4 months of Internship in India or the UK. The University of Bath then awarded a Masters Degree. This was patterned on a similar programme of the University of Mumbai with Westminster University.
1.2.4 *Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?*

The college offers 4 self-financing degree programmes which include the Bachelor of Mass Media, Bachelor of Management Studies and Bachelor of Science in Information Technology at the UG level and a Masters in Biotechnology at the PG level.

The admission policy, fee structure, teacher qualifications and salary are on par with the Aided programmes and are supervised by the University of Mumbai which grants the degrees.

1.2.5 *Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?*

All the undergraduate programmes offer a Choice Based Credit System as outlined above in 1.2.1

1.2.6 *What percentage of programmes offered by the College follows:*

- Annual system
- Semester system ✅
- Trimester system

All the undergraduate programmes of the college follow the semester system from June 2010, while the Masters programmes follow the semester system from June 2012.

1.2.7 *What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?*

The college is committed to the interdisciplinary approach to academics. We have implemented this for many years through the Honours Certificate Programme of the College, in which two credits can be earned through a discipline other than one’s own.

Under Autonomy, in the designing of the syllabus of every Course, every Department involves a faculty member of at least one other department, to gain the inter-disciplinary perspective. Students are encouraged to look at academics from the lens of other disciplines. In addition every student is expected to take at least one course from another Faculty – in order to gain a totally different perspective: an Arts student therefore has a choice of Science subjects to choose from and Science students have a choice of Arts subjects to choose from.

The interdisciplinary perspective is crucial as it is recognised that many of the advances in science today take place at the intersections of the disciplines.

The interdisciplinary course on Environmental Studies is a good example of such work, where the economics of environmental protection, the sociology of cultural practices and aspirations, the psychology of the individual and group and the politics of combined action, are as important as the biodiversity, the technology and the other scientific implications of the environment. This course has had a
good impact on students and seeks to provoke students to action for environmental protection.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The college curriculum is reviewed every year. Every department is expected to draw up a syllabus that is socially relevant and even action oriented. Every student of the college also has to contribute 60 hours to the Social Involvement Programme over a two semester period and some departments have organised activity that is connected to their discipline. The Hath me Sehat programme in the slums of Mumbai by the Department of Microbiology is an example, in which water testing for potability, and health and hygiene awareness campaigns among the slum dwellers has been successful. Since it is now possible to modify the syllabus every year, there is greater flexibility and willingness on the part of the departments to try out additions and deletions in their syllabi which are related to the needs of the industry. An Entrepreneurial Cell in the College helps to inspire students to starting their own enterprise. Social Entrepreneurship is also encouraged and practiced, as evident from the Cycle Project and the Jal Jyoti campaign.

1.3.2 How many new programmes have been introduced at UG and PG level during the last four years? Mention details.

Three new degree programmes have been introduced:
The BSc in Information Technology at the Undergraduate level from June 2007, and at the PG level – the M.Sc in Biotechnology from June 2007 and the M.Sc in Microbiology from June 2012.
The Post-Graduate Diploma Course in Clinical Research was also begun from June 2007.

However, since the College opted for Autonomy in 2010, ALL our degree Programmes have been reworked, according to the educational philosophy of the College and in order to bring excellence and relevance to our teaching-learning. As part of this reworking, a Credit and Semester system was designed and all the courses were decided upon, including some courses that all students had to take, irrespective of the Faculty. Some of these Courses are:

* A “Special Course” entitled: Interdisciplinary Studies on the Environment, for students of all three Faculties.
* Cross Faculty Courses – 3 credits each (7 in the Arts and 7 in the Sciences) where students from one Faculty can choose from the list offered by a different Faculty, in the 4th Semester.
* Every Department includes a Faculty member from another
department, in the formulation of their syllabi, in order to gain an inter-disciplinary perspective.

* A Course in “Scientific Communication Skills” across Semester 3 and 4 for all science students. This course ensures that the higher order skills are developed in the students. They are taught to read and write scientific papers.

* “Giving Voice to Values”, a Special Course that is compulsory for all students in the 2nd semester. This course was introduced to provide a platform to initiate discussions on socially, emotionally, culturally and morally relevant issues with students. It has proved to be very useful in channelizing the energy of the students into a less confrontational and more thought-based approach to problem solving.

* At the TYBA & TYBSc level, students are given the opportunity to select an applied component of their choice if they satisfy the minimum requirements for the course. This ensures some lateral mobility across disciplines.

Programmes in emerging areas

* The College has now applied for a Masters Course in Public Policy which it intends beginning from June 2013. This is an emerging area of great need, as Governance has emerged as a critical and controversial area.

1.3.3 What are the strategies adopted for revision of the existing programmes?
What percentage of courses underwent a major syllabus revision?

The Department Boards of Studies meet twice a year to review the Syllabi and the Evaluation Methods. Revisions are proposed on the basis of feedback from the previous semester and guided by industry needs and academic advancements in the subject and these have to be passed by the Academic Board and Management Board of the College before they can be incorporated. Almost all courses have undergone revisions over the last three years with many departments showing major revisions in their syllabi. Some departments chose to introduce entirely new papers in place of the existing ones. The instrumentation in Science Departments, including the Laboratory Skills, has been improved and this has had consequences for the syllabus, especially with regards to hands-on training for students. Similarly, the research work undertaken by Faculty and their participation in Conferences and Workshops have had significant consequences for teaching.

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

Autonomy has provided the freedom to design value-added courses and some of these have been made mandatory for all. Four 3 credit Special Courses: Interdisciplinary Course on Environmental Studies, Human Rights, Giving Voice to Values and any one of the Cross Faculty Courses are mandatory. In addition, the long-standing Honours Certificate Programme has been revised by some
departments and is available to students of the department and in some cases, to those of other departments too. Departments also organise value added short courses and lecture series for their students, often with external experts including from abroad. Some departments have been offering courses like the Diploma in Clinical Research, Forensic Science and Gemmology. All students have access to these and are encouraged to attempt them.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The College has a tradition of implementing the Bloom’s taxonomy in its teaching and learning system. It has always encouraged critical thinking, analysis, creativity and application, through various methods like student-conducted Khandala Seminars on relevant academic issues connected with the subject, through annual student Journal publications in many departments, through the Honours Certificate Programme of the College and through interaction with guest speakers.

Under Autonomy, some of this has been systematically organised through Grids for Paper-Setting during evaluation, which give the percentage of questions that needs to be set with regard to testing knowledge, analysis and application. This has an impact in the way one teaches in class and serves to encourage the higher order skills of critical thinking and creativity. Similar grids for the evaluation of student Presentations and Assignments during the Continuous Internal Assessment also make clear to students and faculty, the criteria for evaluation – and these include the Content and also Soft Skills like presentation methods and clarity of thought and expression.

1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Curriculum design involves very many individuals and is developed over time. The student input is obtained initially through two student representatives on each Board of Study that designs the syllabi. At the end of the year, a formal written feedback on the educational system, including the syllabi, is sought from each student. The performance of the group of students in each course is also looked at for indications of quality and the level of difficulty. The Students’ Council also serves as a forum for academic feedback and is actively involved in co-curricular events which bring faculty and students together for discussion on controversial topics like the FDI in retail.
1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

National and international faculty, some of who are alumni in different institutions across the world, is involved in syllabi formation and feedback. Tentative syllabi are sent out and the feedback received is considered and presented to members of the BOS. It is mandatory for the BOS to have two representatives from industry or a related professional field. Attempts are made to nominate individuals who can make significant contributions and these are actively involved in discussions at the BOS meetings.

All our syllabi are uploaded on our website and serve, both to attract foreign students for their Study Abroad exposure and to get feedback from other interested academicians.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

The quality of the curricula being developed is continuously reviewed by the members of the department and the BOS. The composition of the board ensures that a dynamic combination of individuals that represent various sectors, from the student stakeholders in the entire process to the industrial/academic employers who will absorb the graduates into their systems, are part of the entire curriculum development process.

As mentioned in 1.4.2, we are fortunate in having alumni who are interested in the quality of our education, and since these are both in industry and in academia across the world, they give feedback which is useful in staying abreast of world standards. We also forge links with institutions and organisations that have an impact on the world and through these contacts our curricula are enriched. For instance, our students are encouraged to take summer internships in industry and short term international academic exposure at some of the best Universities in the world like Oxford and Bath in the UK and Berkeley, Yale, Harvard and NYU in the US. Our Faculty too is sent for international academic exposure. Students and Faculty return with insightful experiences that feed back into our academics.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

The structured use of the Blooms Taxonomy for teaching-learning and evaluation, monitored by the College administration, is a quality mechanism which is proving effective.

The monitoring of the performance of students in each End Semester Exam, with performance bar charts which are discussed with each
teacher, helps to gauge the effectiveness of the teaching-learning process in relation to the curricula.
The exposure of faculty to international academic experiences through which more than half our faculty have been sent by the College abroad, also proves to be a quality sustenance measure of maintaining international standards.
The encouragement and training of faculty for research is another mechanism which feeds back into the quality of the curricula.
The number of Conferences and Seminars organised in the College, often by departments on their field of study, and the ones attended elsewhere by our Faculty, give matter for curriculum development and enrichment.

Any additional information regarding Curricular Aspects, which the institution would like to include.

We are aware that unfortunately our Indian undergraduate system has earned the reputation of encouraging rote learning, rather than critical thinking, and hence our effort has been to ensure syllabi of high quality that can encourage the higher order skills in our students during the teaching-learning-evaluation process and are globally relevant.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?
St. Xavier’s College has a very transparent and well organized admission procedure for students of the First Year of the Degree Courses of B.A./B.Sc./B.Com./BMS/BMM/B.Sc.(IT), Post Graduate Courses & Ph.D programmes conducted by the College. Our reputation does not require any elaborate publicity for our programmes, aside from the information on our website and in the College Handbook and the occasional advertisements for new courses introduced.
The following are some of the highlights:
 Students can apply online for admission by filling in the online form available on our website during the entire month of May and early June.
 Elaborate guidelines on admission and courses offered are available on our website: www.xaviers.edu
 Exhaustive and immediate email help desk facility is available which is responded to within 24 hours of the email received on admission queries during the time of admission.
 St. Xavier’s follows the admission criteria and process set by the University of Mumbai and by the Government of Maharashtra,
including reservation for disadvantaged groups and openness to students from anywhere in the world.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

The process of admission:

♦ The admission form is available online on our website. Students can access the form and fill it up and submit it online.

♦ The Application fees can also be paid online through credit card or online transfer or through demand draft. Therefore no student needs to physically travel to the College to submit any admission form. This facility is available for both UG & PG Programmes.

♦ The admissions for the aided courses of BA, B.Sc, B.Com, M.A. & M.Sc. are finalized on merit and the admissions of the self-financing courses of M.Sc. Biotechnology & B.Sc. (IT) are also based on merit which consists of the aggregate percentage in the qualifying exam. Necessary merit lists are displayed on our website as well as on the College campus.

♦ The admissions to the Self-financing courses of BMS & BMM under Autonomy are finalized based on the Common Entrance Test conducted by the College in the first week of June, the details of which are displayed on our website. The admission for these courses are based on the following weightage:

   a) 20% for the class XII marks.
   b) 60% weightage for the Entrance test results.
   c) 20% for the performance at an interview held by an expert panel of faculty.
   d) Based on this a final merit list is drawn up and students are accordingly admitted to this Course.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

An Admission Committee formed by the College consisting of the Principal, the Vice-Principals, Registrar and a representation from the Minorities and from Backward Castes is formed and this Committee monitors the whole admission process in the College. At the end of the admission season in the month of August the whole process is reviewed and recommendations for change are suggested and instituted.
2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories

* SC/ST/OBC:
There is a 25% reservation for students from backward groups who are encouraged to enroll for all our courses and they are offered help with Government freesthips and scholarships, besides scholarships offered by the College itself. Regular sessions of affirmative action and mentoring have been put in place and this has encouraged the SC/ST & OBC students to enroll. We also have Remedial Coaching for students who have difficulties in studies which includes a large number of our SC/ST & OBC students. Our Commerce section holds night classes meant especially for working students of a disadvantaged socio-economic background.

* Women:
St. Xavier’s College has a majority of women students. This includes students from various communities including Christians, Hindus, Parsis & Muslims. These diverse groups find themselves comfortable in the environment provided on the campus. We also have a Women’s Development Cell where regular sessions on women’s issues are organized and any sexual harassment cases are redressed with full confidentiality.

* Different categories of persons with disabilities:
This is perhaps our forte, as St. Xavier’s College has a disabled friendly campus with ramps constructed for accessibility across the buildings on the campus, with wheelchair accessibility within the College. We also have special washrooms for differentially abled students. The Xavier’s Resource Centre for the Visually Challenged (XRCVC) is a resource centre which provides facilities for the visually challenged, conducts awareness programmes and training and also does advocacy at the national level. These facilities which are used by our Visually Challenged and other differentially abled students are also made available to all differentially abled students from the city and is renowned for its positive actions for disabled in different parts of the country. For more information refer to its website www.xrcvc.org

* Economically weaker sections
We have a large number of students coming from economically weaker sections of the society. Our Commerce students work during the day at low level jobs and study in the late evening classes. This evening section was started precisely to enable working students to do higher education. They are offered the same quality of education that others at St. Xavier’s get, including special measures for meeting their specific needs.

For all these students we have a Student Beneficiary Fund from which concessions in fees and reimbursements for meals and cost of books, clothes etc. is generously met from the College resources set aside for this purpose through the patronage of alumni. We have a Committee
of teachers who are entrusted with identifying such students and facilitating disbursement of financial benefits to them. Many of these students are helped with a large fee waiver or with full freeships. Concerted efforts are also made through the College office in securing all Government Scholarships and Freeships to such eligible students. These facilities and caring atmosphere make the College an attractive proposition for the economically weak, many of who would not have been able to do higher education without such support.

Outstanding achievers in sports and extracurricular activities

* Students who have excelled at the District, State, National & International level in sports and extracurricular activities have a special 3% reserved quota in admission and they are encouraged to participate in various sports activities under the guidance of the Sports Director in the College. Sport persons are often admitted at the discretion of the Management that allots them seats from their discretionary quota.

* We also have a Committee of teachers for all extracurricular activities to actively support and encourage students from among the outstanding achievers in various fields. The scope for extracurricular activities, which includes “Malhar” - the intercollegiate festival, participation in other intercollegiate festivals and various programmes organized by different department of the College, attracts good students who want to excel in these areas.

* The College has a non-academic mandatory credit which all students have to earn through sports or other extra-curricular activities.

* For all these activities St. Xavier’s College has been a sought after institution by the students which has given tremendous encouragement to outstanding and talented students.

2.1.5 Furnish the number of students admitted in the College in the last four academic years.

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<tbody>
<tr>
<td></td>
<td>Year 1</td>
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<td>Year 3</td>
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<td>(VJNT &amp; SBC)</td>
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2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

### Year 2011 – 2012

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
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<tr>
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<tr>
<td>1 F.Y.B.A</td>
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<td>1 : 6</td>
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<tr>
<td>2 F.Y.B.Sc</td>
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<tr>
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<td>5 F.Y.B.M.S</td>
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<tr>
<td>6 F.Y.B.Sc - IT</td>
<td>577</td>
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<tr>
<td><strong>PG</strong></td>
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<td></td>
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<tr>
<td>1 M.A - A.I.C</td>
<td>-</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>2 M.Sc – (Botany, Geology, Microbiology &amp; Life Science)</td>
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<td>32</td>
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<tr>
<td>3 M.Sc - Biotechnology</td>
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</tr>
<tr>
<td>2 Science</td>
<td>-</td>
<td>18</td>
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</table>

Note: Admissions to the MA – A.I.C, M.Sc – Botany, Geology, Microbiology and Life Science, were centralized by the University of Mumbai and only the admitted candidates were directed to the College. Under Autonomy, from 2012, students are directly admitted by the College.

<table>
<thead>
<tr>
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<th>Demand Ratios for years 2007-2012</th>
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<td>M.Sc - Biotechnology</td>
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</tbody>
</table>

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2.1.7 **Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.**

The College has not discontinued any Degree Programme but has added some, as stated elsewhere. Some of the add-on certificate and diploma courses, depending on the availability of experts and on the demand from students have been held and discontinued, as required in the particular year.

2.2 Catering to Diverse Needs of Students

2.2.1 **Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

The college conducts an orientation program for the first year students at the beginning of the year just before lectures and practicals commence. The students are requested to attend the day-long session with a parent. Students of each of the faculties are addressed on separate days to accord adequate attention to details that might be pertinent to only one faculty. Some of the issues dealt with at this session include: Rules for attendance, the exam system, Timetables, Mentorship, Vice-Principal's availability, change of subject if needed etc. Introduction to College institutions and services like the Library, International Programs, Information Centre, Counseling services, Women's Development Cell, Gym and Sports, important student organizations like the Social Service League, Students Council, AICUF and Malhar. Student / Professors in-charge of key activities and organizations are invited to address the students to promote awareness of the various extra-curricular and co-curricular activities that are available on campus. The students are also introduced to the Counselor, the Librarian and other key officials. This is the first time the Principal officially addresses all the first year students. Feedback from parents and students help to make the necessary changes in the following year or at further sessions during the year.

2.2.2 **Does the College have a mechanism through which the “differential requirements of student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

The admissions in recent years are fluid with students applying not just from within the city but from around the country. It is very difficult to address concerns of the differential requirements of students before the commencement of classes. However, the issues to be addressed have been determined by dialogue with the students and observations of the faculty over the years. Students with a special requirement are identified along the way either by a teacher or
mentor or the counselor and appropriate steps to address the issue are taken. Key issues identified can then be planned for:

- It has been found that a small but significant section of students are not proficient in English. Mechanisms for assessing a student’s language proficiency have been put in place within the first week of enrollment through a diagnostic test. Those needing special attention are then directed to the College Language Lab under a trained teacher for special training over the course of a semester.
- Dyslexic students, who might find the language course a problem, are offered a course on library management as an alternative. They are also guided to our Counselling Centre where there are trained personnel.
- Our elaborate structured mentoring programme also helps to identify difficulties and resolve them. This was especially thought necessary for new students who sometime have difficulty in adjusting to the active atmosphere of the campus.

2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The college runs remedial courses for students who need extra coaching and attention. This is done at the level of the department. In several cases, the teachers identify the students who are likely to require help and persuade them to attend the extra classes. When there are more than 20 students in a class requiring remedial teaching, this exercise is conducted more formally, sometimes with UGC funding and the student names and details are registered with the Registrar. Students detected with inadequate language skills are required to join a special 3 credit course in language in their first semester. The Commerce Section of the college has tutorials and remedial classes structured into the time table.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

In order to make a more meaningful contribution to the care of disadvantaged students, such as from the north eastern belt of India, a study of the progression of these students has been initiated by some of the teaching faculty over the last couple of years. Many initiatives originate from such studies:

The Pathways project to empower such students, along with counselling, remedial classes and peer group support, is put into place.
We find a good integration of such disadvantaged students within the life of the campus and this gives encouragement to the faculty to do
more. Many of these students show great academic promise, given the type of backing they receive.

2.2.5 *How does the institution identify and respond to the learning needs of advanced learners?*

We attract very good students from across the country and we cannot afford to ignore them. In order to make the course meaningful for them, the college has an Honour’s Programme – a co-curricular programme of excellence. It is an activity conducted by the college that is open to the top segment of students who have maintained a consistently good academic record. This is an add-on programme where students who are not challenged enough by the existing curricula, are encouraged to pursue their academic inclinations to the fullest. Most departments have an annual student-run Khandala Seminar and some of these presentations are published in annual Departmental Journals. In addition, several departments have introduced mini research projects as part of the course and some departments are experimenting with using these academically advanced students as leaders of the research group. This makes them responsible for the learning and performance of the entire group. It helps sensitise them to the learning difficulties of those who are either not academically inclined or are not interested.

2.2.6 *How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?*

The College has several students who are differently abled. The campus has been made disabled friendly for those on a wheelchair with the addition of ramps connecting all the key areas of the ground floor. In addition, the rest rooms for the girls and boys have a special room for the differently abled. The College has a state-of-the-art Xavier’s Resource Centre for the Visually Challenged (XRCVC) on campus. We now cater to the needs of the visually challenged students not only from this College but also those who seek aid from any other Colleges in the city. For details of activities conducted for the differently-abled please visit our website www.xrcvc.org. Some of the actions taken for implementing the Government Policies towards the differently abled are as follows:

- Separate exam seating arrangements that are easily accessible by the physically handicapped students.
- Arranging for Braille study material and special equipment for reading the study material, as well as providing readers to the Visually Challenged.
- Coordinating and providing writers for exams to the visually challenged and physically handicapped candidates.
- Arrangement of extra time during exams as per the guidelines.
- Special care in evaluating their answer papers which may even include oral exams.
• All possible financial assistance extended through Government Scholarships, Freeship schemes and College Student Beneficiary Fund.
• Special orientation for all such students in the beginning of the year through the XRCVC.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

• At the beginning of every academic year a schedule of academic and co-curricular activities is drawn up and a calendar of the activities for the year is displayed on the College website and on student notice boards listing the dates and programmes during the year.
• On the first day of each semester students are issued a class time-table where the lectures for the whole semester are fixed and assigned to various teachers. A Copy of the same is also made available on the website. Each semester has 15 teaching weeks besides the days for exams and paper correction.
• An evaluation blue-print in the form of a grid, which is based on the Bloom’s Taxonomy, is provided with the syllabus of each course.
• The examination time-table as per the schedule fixed in the College calendar is displayed more than a month in advance on the notice boards as well as on the website for the information of the students and parents.
• The examinations are conducted as per the schedule and the centralised evaluation of the answer papers is organized.
• After evaluation, a process of moderation for the first year and second year students is scheduled with external teachers, while the T.Y. papers go through a Double-Blind correction with external examiners.
• After evaluation the students are shown their answer papers in class and the model answers are discussed with the students, indicating where the students could have done better in a particular question.
• Students also have recourse to a revaluation of their answer papers which is handled by an external examiner.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The course syllabi are on the college website before the start of the academic year. Students who have selected a course are free to check the website and familiarize themselves with the new course before the commencement of a semester. In some cases, the students may be asked to do some reading or preliminary assignment prior to the commencement of the course. In addition, students have access to a
Study Pack which contains some of the essential reading material. The effectiveness is gauged by the level of participation in the course.

2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?
Most of the Theory courses employ the lecture method. However, the extent may vary across the faculties and with the instructors. Amongst the various methods of learning that students are exposed to over their three years as undergraduates include: Self learning through individual and group presentations, field studies (AIC/BMS/BMM/ Botany/Geology/History/Zoology), Surveys, Case studies, exhibitions, industrial visits, tasks for creative expression, making documentary films, Laboratory work and projects.

2.3.4 How is ‘learning’ made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.
The College follows the constructivist philosophy of education, in which, participatory interaction in class results in the construction of new knowledge. Prior reading, on the topic to be treated, results in better participation.
Several departments have introduced more experiential learning opportunities, making learning more thorough and enjoyable.
The Seminar method, in which students themselves are guided to present topics for the class, is widely used. Peer teaching and learning through group academic activities such as projects and presentations help students to take responsibility for what is learnt. The buddy system has also been found to be useful.
The College is also committed to “blended learning”, which complements class work with online resources and interaction. The College uses Moodle for this, besides internet groups on Google and even Facebook.
An excellent Library and access to online resources help the student to gain competency in reference work and research.

2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?
To further the learning experience and make it more enriching, the college strongly advocates the practice of inviting experts and people of eminence to address the students on various issues ranging from the purely academic to the more socially relevant ones. This is done both at the Department level and at the College level. Many of these experts are alumni who are very happy to contribute back to College. We have a wide range of people who contribute to our academic life. President Obama and Secretary of State Ms. Clinton – both of the
U.S., the Dalai Lama, the President of Oxford University, the Central Government Minister for Commerce and Industry – Mr. Anand Sharma and other eminent personalities have addressed our students in the last few years. We have a yearly student organised programme called the Conclave at which eminent people from different fields inspire students to think critically. Dr. Abdul Kalam and Dr. Vinayak Sen are among those who have given keynote speeches followed by interaction.

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.
Please refer to point 2.3.11

2.3.7 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.
The College has a well staffed professional Counselling Centre with a more than 50 year tradition, for career testing and personal counselling, with one full-time counselor and another part-time. About 2500 students take advantage of this every year.
The college believes firmly in caring for the mental and physical well-being of the students. To this end, the students are divided into groups at the start of the year and each group is assigned a teacher-mentor. The mentors meet with their group at least once every semester. In addition the mentors dedicate a fixed period of time every week to being available to individuals in the group. This allows the mentees access to the mentors under more confidential circumstances rather than just in large groups.
In addition, students have a good rapport with the faculty and especially with the Head of Department who is available for problem solving.
The Vice Principal of each Faculty is also available at fixed times, for consultation and problem solving. The Principal makes himself available to all students and staff through an open door policy.

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?
In a quest to improve academic excellence, teachers are constantly encouraged to attempt alternate approaches to teaching-learning. This has been institutionalized in the Honours Programme of the College which has given us a very good reputation both nationally and internationally because of the quality of students who have earned the
Honours Certificate. In addition, student seminars, academic journals, field-trips, the use of audio-visual aids and guest lectures are a long-standing tradition in the College.

In conjunction with the introduction of Autonomy, the College has conducted extensive training sessions and workshops to upgrade the teaching skills with innovative methods.

Exercises that involve problem solving, concept checking, role play, and case studies are being used to facilitate the development of the higher order thinking skills.

Group discussions, peer learning, oral and poster presentations, in addition to the learning they promote, are helping to integrate soft skill development into the teaching learning process.

Guided self study and assignment writing are used to encourage independent thinking and analysis.

Small research projects which include project proposal writing, introduce students to research journals and help in experiential learning. They give students a taste of hypothesis and curiosity driven research.

These practices are evaluated through peer review, student structured feedback through the Teacher Assessment Questionnaire and through the results achieved in student performance.

The faculty is recognised for their efforts through verbal acknowledgement during faculty meetings, through a Faculty Appreciation Notice Board and through International Exposure trips sponsored by the College. However the most satisfying acknowledgement comes from the students themselves.

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

The College is experimenting with the developing of a research culture amongst the students by introducing a mini research project into the practical schedule. The venture has been so successful that over the next three years, with the feedback received from students, the concept has been fine tuned and now with the freedom to design their own courses, several departments have introduced project work as a mandatory component in their syllabi. The idea was used in a parallel manner by the Arts departments too. Such ventures raised the bar when it came to academics, simultaneously nurturing the creativity and scientific temper of the students. The evaluation of these practices has largely been informal with oral inputs from students being the primary feedback route. However, the surge in the confidence levels of the students after such exercises did provide the impetus for continuing with the process. It is the policy of the College to encourage faculty members to present such ideas they may have regarding the teaching–learning–evaluation process in faculty seminars held biannually.
2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?

* Number of projects executed within the College
* Names of external institutions associated with the College for student project work
* Role of the faculty in facilitating such projects

The college has made it mandatory for every undergraduate student to do a project, and a presentation over the first two years, under the Autonomous system of Continuous Internal Assessment. In the third year, the professor in consultation with the students may require other projects, including a dissertation or major essay. Almost all students, particularly those in cross discipline programmes, are also likely to have completed at least one research project during their years as an undergraduate. This is well documented in the department reports.

In addition, students are encouraged to do a two-month internship or field work during the summer vacation after their second year and many have been accepted by top academic institutions of the country, by voluntary agencies and by industry.

Several of the Post Graduate Science courses entail an elaborate two or three month project with external agencies, as part of their course. We have a long list of such research and applied projects that have been done by our M.Sc students, for example of Biotechnology.

The faculty shows dedication beyond the call of duty in guiding students, in facilitating internships and in follow up later.

2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?

The College is committed to making use of the latest methods of teaching-learning, especially digital technologies. The facilities available are the following:

- Four computer equipped laboratories available for conducting of computer training or computer aided teaching / learning
- One computer lab of 20 computers available with internet access, scanner and printer for self-paced learning, and preparation of teaching resources
- CD / DVD writing facility
- Examination centre with computers and printers for preparation of examination papers
- Computers in each department, interconnected on the campus LAN
- Internet access available through Leased Line on all nodes on campus through Cyberoam Firewall access
- Regular training sessions for staff in the use of computer software packages like Moodle and teaching methodologies
• Most classrooms are equipped with ceiling-mounted projectors, sound system and pull-down screens
• Laptops and Projectors (Roaming Units) and available for use in other areas
• Tools for Audio /Video recording of Lectures/events/workshops are available on campus
• Purchase of equipment for computer aided teaching
  o iPads
  o Student response devices (Clickers)
  o OMR scanner and software
  o barcode scanners
  o Wireless Presenters
  o Portable scanners
  o Portable speaker systems
• Negotiating special educational discounted pricing for computer related products for students and staff
  o Netbooks from MSI
  o iPads from Apple
  o Trustport antivirus from TrustPort
  o Kaspersky Antivirus
  o Parto wireless presenters
  o Portronics range of scanners
• Video-conferencing facility for staff and students
• Membership with Microsoft (MSITA) for online learning and software (Dreamspark, TechNet support)
• Tie up IIT (Spoken Tutorials) for self-paced learning modules
• Tie-up with Google (Google Apps) as email service providers
In addition, several workshops are held to familiarize faculty with the new equipment/services/software that is acquired by the Xavier’s Knowledge Centre.

2.3.12 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

Any teaching–learning endeavour would be incomplete without evaluation. There are several systems in place to evaluate the teachers. Students assess teachers on every course that they teach and on the practicals that they conduct. This is done through a questionnaire called the Teacher Assessment Questionnaire (TAQ). The college follows a policy where all faculty of the senior college are assessed every alternate year by the students, with the Science faculty being assessed in one year and the Arts in the following year. Teachers on probation, however, are assessed every year.
Following the feedback the data collected is collated and analyzed for each teacher. The Principal/Vice Principal discusses the results with the faculty member, especially those who are new /unconfirmed and
suggests ways to overcome the challenges faced by the faculty member. Facilities are provided as needed.

In addition to this, the unconfirmed teachers are also evaluated by a senior teacher/HOD via a lecture “sit-in” where the senior teacher actually sits through an entire lecture of the junior, without prior warning. The senior is expected to record specific details of the lecture such as: the methodology used, clarity of voice and thought, ability to explain difficult points, attitude to students etc. according to a form provided by the vice principal. The responses are entered in a form and the details are discussed with the junior teacher before submission to the Vice Principal. This helps to get a more balanced view of the teaching and the teacher and one can also corroborate the feedback of the students with that from a faculty member.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

In an attempt to design interesting and challenging courses, very many departments have erred on the side of excess. It has hence become difficult to complete the portion in the time frame available. Currently most departments either take extra classes to complete the portion or set aside a part of the portion for guided self study. The College tries to ensure that academic time is not lost as far as possible.

2.3.14 How are library resources used to augment the teaching-learning process?

The ambitious plans, that the College implements, need the support of a well stocked library. In addition, the library has an excellent collection of CDs and DVDs and other online resources that help make learning easier. The current generation of students learns more ably through the use of electronic, visually appealing modes of information dissemination rather than just the traditional chalk and talk mode. This has led to a heightened use of the e-resources of the library. In addition, the dyslexic students are provided with a special course in library management conducted largely by the library staff, and this helps them understand the workings of the library and get a clear idea of the wealth of its resources.

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

The continuous monitoring of our human resources i.e. the teaching and non teaching staff is a must for sustaining internal quality. This monitoring is done by the Principal/Vice Principals in different ways:

- Analysis of the Teacher Assessment Questionnaire (TAQ) of the staff.
- Discussion of the sit-in results
- Rounds of the college taken by the Principal and Vice Principals
- Analysis and discussion by the Principal/HOD of the department’s results at the End Semester Examinations

In addition, the staff are free to share any ideas they might have with either the Principal or the Vice Principals orally or in writing. The Staff of the College have developed a tradition of taking the initiative in giving feedback and the College also has an active Students’ Council which brings in the students’ perspective.

2.4 Teacher Quality

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

St. Xavier’s College has a faculty strength of approximately 115 full-time teachers, besides some visiting faculty. Generally most of the sanctioned staff posts are filled in and we have an experienced and competent teaching faculty. The following is a brief profile of the faculty for various departments.

<table>
<thead>
<tr>
<th>Department</th>
<th>Total sanctioned faculty</th>
<th>No. of Ph.Ds</th>
<th>No. of M.Phil</th>
<th>No. of P.G.</th>
<th>Total filled in posts</th>
<th>Vacant posts</th>
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<td>-</td>
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<td>-</td>
<td>6</td>
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</tr>
</tbody>
</table>
2.4.2 How are the members of the faculty selected?
Generally the filling up of the sanctioned posts is monitored by the University and Government. The procedures include the following:

- Getting an NOC for filling up the posts from the Government.
- Getting the draft advertisement approved from the University.
- Advertising in an all India newspaper (The Times of India etc.) and also on our College website.
- The qualified & eligible candidates are then sent call letters for the interview by speed post and also intimated by email.
- Constituting a Selection Committee as per the University norms.
- The selected candidates are issued appointment letters and sanctioned an advance from the Management as monthly remuneration till such time the Government salaries are released.
- At the beginning of each new academic year two half-day Orientation programmes for all the newly appointed teachers is held in the College with inputs on various aspects.

2.4.3 Furnish details of the faculty

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Female</td>
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<td>Permanent teachers</td>
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<tr>
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<td>TOTAL</td>
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<td>30</td>
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</table>

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?
As per UGC guidelines all teachers appointed after 19-09-1991 were required to have, besides their Postgraduate qualifications, a NET or
SET qualification. Hence most of our teachers appointed from that date are NET/SET qualified or holders of Ph.D. There are also 3 teachers with P.G. as the highest qualification which means roughly 3% of the teachers.

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

<table>
<thead>
<tr>
<th>Department</th>
<th>% of faculty who are product of the same College</th>
<th>% of faculty from other Colleges within the State</th>
<th>% of faculty from other States</th>
<th>% of faculty from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Indian Culture</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Media</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Sciences &amp; Biochemistry</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>-</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Studies</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>-</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>63</td>
<td>34</td>
<td>3</td>
</tr>
</tbody>
</table>

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

The College has sufficient approved faculty for each department. Some departments where the Government sanction is not available appointments are made by the Management and paid from the Trust funds. This includes the Self-Financing Degree Courses and some of the P.G. courses.
2.4.7 **How many visiting Professors are on the rolls of the College?**

There are around 35 visiting Professors under the Self Financing Courses of BMS/BMS & B.Sc. (IT).

2.4.8 **What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national / international conferences etc.)**

The teachers are encouraged to complete their orientation and refresher programmes at the earliest. Additionally, in keeping with the policy of promoting research, the faculty is encouraged to pursue their PhD, write grant proposals, guide students in research either for a formal degree or through minor research projects. Those teachers requiring it are granted a fellowship of two years study leave via the UGC scheme for completion of PhD. Attendance at seminars/conferences/workshops to present papers or even to learn new techniques/increase awareness in the field are all activities promoted by the college. The College also organises National and International Conferences on different stimulating themes. Advanced instrumentation and Laboratory Skills are encouraged through training sessions attended by our faculty, either on campus or at other institutions. In-house workshops to empower faculty with innovative teaching-learning skills also help to keep the faculty motivated. International academic exposure sponsored by the College for a large number of the faculty, give ideas for maintaining standards that could be considered to be international.

2.4.9 **Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.**

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of Faculty received awards/recognitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>1</td>
</tr>
<tr>
<td>2008-09</td>
<td>2</td>
</tr>
<tr>
<td>2009-10</td>
<td>2</td>
</tr>
<tr>
<td>2010-11</td>
<td>--</td>
</tr>
<tr>
<td>2011-12</td>
<td>1</td>
</tr>
</tbody>
</table>
2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>22</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>--</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>5</td>
</tr>
<tr>
<td>Staff training conducted by the College</td>
<td>110</td>
</tr>
<tr>
<td>Staff training conducted by University/other Colleges</td>
<td>Approximately 60</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>5</td>
</tr>
<tr>
<td>Any other (please Specify)</td>
<td></td>
</tr>
</tbody>
</table>

2.4.11 What percentage of the faculty have

* been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
* teaching experience in other universities / national institutions and others
* industrial engagement
* international experience in teaching

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Item</th>
<th>% of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty invited as resource persons in workshops /Seminars/Conferences organized by external professional agencies</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Faculty who participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Faculty who presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Faculty who have teaching experience in other universities/ national institutions and others</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Faculty who have some kind of industrial engagement /collaboration</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Faculty who have international experience in teaching</td>
<td>2</td>
</tr>
</tbody>
</table>
2.4.12 *How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?*

- Curricular Development
- Teaching-learning methods
- Examination reforms
- Content / knowledge management
- Any other (please specify)

The College conducts several seminars for the staff over the course of the year with a biannual seminar for one-two days and several half a day seminars being the norm. These seminars and workshops provide an opportunity to recharge the faculty, increase staff interaction, promote skill development, enhance awareness of key issues, and provide a platform for sharing research interests etc., thus channelizing the growth of the individual as a professional.

In fields such as curriculum development and design, the process is more decentralized, with broad outlines and approaches being laid out by the college in a seminar, with the follow up and actual implementation being left to the departments. In fact, it is mandatory to have two meetings of the BOS for a subject, every academic year. Several seminars focus on the teaching-learning–evaluation process. Staff is encouraged to share their ideas and experiments with new teaching techniques /technology /philosophies in special sessions of the seminars.

There is a great emphasis on keeping staff informed of and abreast with the newer technologies available for teaching and evaluation.

In an attempt to further the teaching learning process, the stakeholder in it all is the student. That the students are at a difficult emotional crossroad is recognized by the college and several seminars have been devoted to understanding adolescent behavior, typical problems that they encounter and dealing with low achievers.

2.4.13 *What are the teaching innovations made during the last five years? How are innovations rewarded?*

Innovations are continually being tried out by the faculty in several departments of the college. The introduction of surveys and projects at the first year level in some departments of the arts faculty, compulsory projects at the Second/Third year level for science students in some subjects, group and peer learning strategies by introduction of group presentations, the use of ICT to teach - using media and technology that the current generation enjoys and is familiar with etc. The reward for innovation is largely an acknowledgement of the contribution and the sharing of the idea with other faculty to enable more staff to use the method.
2.4.14 Does the College have a mechanism to encourage
- Mobility of faculty between institutions for teaching?
- Faculty exchange programmes with national and international bodies?
If yes, how have these schemes helped in enriching quality of the faculty?

Although there is no formal system in place that records and promotes mobility of staff between institutions, it is a fact that a large number of our staff members are invited as resource persons to several organizations and institutions within and outside the state. There is no formal national level faculty exchange programme. At the international level, we have had faculty from foreign universities conducting lectures for select students not only on an informal basis but also more formally with credits being awarded for the completion of the course. (Visiting Prof. Rama Vishwanathan, Professor in Chemistry at Beloit College, USA, conducted such a course). We also have students of foreign universities registered for a programme, who complete the required number of credits and get the credits transferred to their parent institute.

Dr. H. Samant, Dr. R. Shinde, Mr. P. Ratnaparkhi have been taking lectures in Geology, Botany and Biochemistry respectively in the rural areas of Maharashtra/Gujarat during the vacations. Dr. U. Bapat and Dr. Shinde are resource persons for M.Sc. in Herbal Science in other colleges in Mumbai. Dr. R. Shinde conducted a three days Plant taxonomy Course at the University of Gujarat, under the ‘UGC – Visiting Scholar’ program.

We have had faculty visit Universities abroad as part of their recharging process. Faculty have been sent to UC Berkeley, USA; Stern Business School, New York University, USA; Boston College, USA; University of Bath, UK; University of Liverpool, UK; Deakin University, Australia etc. with some of the universities having our staff visit every year to date.

The exposure to these Universities, which are all top order ones, broadened the perspective of the staff, gave them some international exposure to some of the changing trends in teaching employed by global front runners in education, and helped the college plan and design teaching-learning-evaluation strategies and aided in the design of curricula that could be adopted and tailored to our special needs under autonomy

2.5 Evaluation Process and Reforms

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

The evaluative process is transparent and the rules are clearly stated in the college handbook and on the website. The Orientation sessions at the start of the academic year, make these clear. In addition, short sessions are held by the Principal or Vice Principals for different groups in their classroom, to clear doubts and explain finer points.
The professor connected with each course, makes the requirements clear. In particular, the Bloom’s Taxonomy is explained, and the grids for evaluation at the End Semester Exams, and the grids for Presentations and Assignments during the Continuous Internal Assessment, are displayed and explained. Parents are kept informed during the Orientation sessions and during the Parent-Teacher meeting during the year.

Changes, when made during the development of a process, are explained to each group affected.

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

The introduction of the Continuous Internal Assessment, with innovative methods of evaluation like presentations, field trips, exhibitions and written projects, have created a learning atmosphere right through the year, focusing the attention of the students on incremental learning and internalization. These have also tested the different learning skills of students.

The Blooms Taxonomy application to the teaching-learning-evaluation process has had a major impact on encouraging critical thinking and application, creativity and problem-based learning, moving away from the rote-based system Indian education is criticized for. The Grids for Paper Setting, which allot percentages of marks for questions that are knowledge-based, analysis and application oriented, help to focus the attention of the professor to encouraging the higher order skills. The Grids for student Class Presentations and Written Assignments, that make the evaluation criteria clear and that encourage soft skills along with academic content, are also effective evaluation methods.

The use of Moodle, the Clicker system and the OMR Scanner have made the evaluation of large groups of students that we deal with, possible during the Continuous Internal Assessment.

The Faculty has shown a great deal of commitment in helping students to focus on good learning strategies.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

The Continuous Internal Assessment of students has been a major introduction into the teaching-learning process, encouraging students to take every unit of study seriously, as they all add up to the Cumulative Grade Point Average on which one’s performance is evaluated. Innovative methods of evaluation have been tried, including the MCQs (using the Blooms Taxonomy), class presentations, written assignments, field trips reports, exhibitions and
model construction, preparation of media material like short films and the like.
The students are shown their papers after the evaluation, so that the feedback they receive can help them to improve.
The Grids for Presentations and Assignments serve as a “Feed Forward”, in the sense of providing the student with clear guidelines as to the criteria on which their performance will be judged.
The discussion of model answers after the evaluation of the End Semester Exams, with the students able to view their corrected scripts, help to bring clarity to the expectations of the teachers. The Additional Continuous Assessment units and Retests, give an opportunity to those absent or those who have performed poorly, to fulfill the requirements of the course.
The continuous monitoring of the Grade Point Average enables the student, parent and teacher to monitor the progress.

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?
Some giant steps have been taken by the college in understanding and handling the process of student evaluation. In 2010, by becoming autonomous, the college shifted into the semester system for all its UG programmes. This necessitated very many more evaluations than was the norm. The college adopted the policy of a continuous internal assessment (CIA) all through the term, culminating in an end semester evaluation (ESE) at the end of the term. The weightages assigned to each of the evaluations were: 40% for the CIA and 60% for the ESE. The CIA was in turn broken up into two 20 mark components, while the ESE remained a single 60 mark one.
Recognizing the fact that individuals have different learning abilities and approaches and hence varied core strengths, the evaluation modes were altered to ensure that all students were exposed to multiple evaluation modes. Thus, at least one assessment was conducted via an approach that reflected the best that the student had to offer and thus evaluated him/her from a position of his/her strength. The college made it mandatory for every student to be evaluated at least once over the first two years, through a presentation and an assignment. The first of the CIA units is a sit – down test that is organized by the college at a designated time and place. Within the written mode, however, there is a lot of flexibility as to the type of questions that may be posed. A rich and innovative variety of schemes emerged when the faculty was given the freedom to design any test they chose for a 45 minute duration. Some of the approaches include quizzes as MCQs, critical evaluation of an article which had been given to them to read at an earlier date, analysis of a survey, essays, crosswords etc.
This variety immediately added excitement and a freshness to the entire process of evaluation. Students were forced to read articles and reference books instead of just relying on class notes for the exam. Additional skills of reviewing and editing literature for an assignment were acquired and the students also learned to work in a group and to not only explain difficult topics to an audience but also to ask better questions. In addition, newer technology could be utilized (OMR/Clickers) to speed up the evaluation of the MCQs, and systems were set in place to provide the students a feedback at every stage of the process.

In order to ensure transparency, to give immediate feedback and an opportunity for students to learn from their mistakes, they are permitted to view all the corrected manuscripts. Even the presentations and the assignments are marked for each student on a specially designed grid that breaks up the presentation/assignment into sub levels of evaluation, so that they are aware of their strengths and they can recognize and work on their limitations. This, according to feedback, has boosted the confidence of several students, who would otherwise have never offered to make any public address.

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

Schedules for the examination are declared by the office and the detailed schedules are made available to the students vide notices on their notice boards and on the website. These are strictly adhered to by all members of the college.

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

The internal exam results are declared within 2-3 weeks of the exam. The end semester exam results are declared about 45 days later. For all the CIA units and the ESE of odd semesters, students are informed of the date when papers will be distributed for viewing. The results are declared by each department. A final tally of marks is made only after this. For the even semesters, a date is decided by the college for the announcement of results. Students are informed of this date by notices on their notice boards and on the website. The Examination results are communicated by issuing individual marksheet to the students for each semester.

2.5.7 Does the college have an integrated examination platform for the following processes?

The College has a separate Examination Unit headed by a Controller of Examinations who is a retired Professor (Dr. Hoshang Master, Ex Head of Department of Chemistry). He has under him 2 clerical assistants and a fully fledged exam centre with a copy printer,
duplicator and computers with printers with a separate examination strong room. He is also assisted by the College administration headed by the Registrar and team of his assistants.

- Pre-examination processes, time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

- The examination schedules for the year are already announced at the beginning of the year through the College calendar.

- The examination time-tables are displayed well in advance, more than a month before the scheduled exams.

- In respect to the additional exams students are required to fill in application forms to appear for any backlog in any subject.

- A detailed seating accommodation for every session of the exam for each class is displayed on the College notice boards before the examination.

- An invigilation schedule for the faculty is announced before the commencement of the entire exam.

- Examination process – Examination material management, logistics.

- A Committee of faculty members conduct the examination including organizing photocopies of question papers for each day of the exam and overseeing the whole exam programme.

- The Vice-Principals (as Deputy Chief Conductors) take regular rounds of the examination hall for each session of the exam.

- At the end of each day’s exam the answer papers are masked and the bundles are handed over to the CAP Custodians.

- Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.

- After evaluation a process of Moderation through external examiners for the First year and Second year is conducted, while the Third year answer papers have a scheme of Double Blind correction through external examiners.

- After the process of evaluation and moderation, the Principal and the Vice-Principals meet each department head along with the senior faculty members for process of ‘Marks Settling’ and a review of the performance of students within the department is done with the bar charts provided for each course.

- Generally within 30-45 days of the exam the results are declared and the students are issued mark sheets for each semester showing their performance which is credit based and has a Cumulative Grade Point Average (C.G.P.A.) besides the Semester Grade Point Average (S.G.P.A.)

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?

The Ph.D. programme is conducted by the University of Mumbai and the College does not have a say in its evaluation process. However the University has put in place new systems of overview for the registration process, with a special eligibility test.
2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

- The office of the Controller of Examination besides its personnel has a committee consisting of senior faculty members who oversee the printing of question papers, and the whole process of running examination on a day to day basis. The Centralized Paper Correction (CAP) is monitored and overseen by the Custodian Committee consisting of senior faculty members.
- For all students who have a backlog, a separate additional examination is being held which is conducted after completion of regular examinations and a separate marksheet for such student is issued.

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

- After the evaluation for each even/odd semester the answer papers are shown to the students and the model answers are discussed in the class pointing out to the students where their performance has been good or bad.
- In the event of the student not being satisfied with the evaluation they can apply for a process of reevaluation.
- Each such answer paper is re-assessed by an external examiner.
- For any other grievance with respect to the evaluation the students are welcome to meet the Principal or the Vice-Principals concerned, with respect to any of their apprehensions regarding the evaluation.

2.6. Student Performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

Learning outcomes and students’ performance in any course are deeply rooted in the learning objectives for the course. The syllabi of all courses are submitted with the learning objectives clearly defined.

Each subject has a Board of Studies - BOS that finalizes the curriculum, examines the teaching-evaluation strategies proposed for the course and approves the learning objectives before ratifying it. The faculty that prepares the preliminary outline of the syllabus for a course, also lays down the objectives and hence the expected learning outcome from the course.
2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

The learning outcomes for each course are gauged from the bar graphs prepared for each course which show at a glance the performance of the whole group. A normal curve would indicate a performance that is expected. However, if the curve is weighted toward either side, this could indicate that the question paper is either too demanding for the group or not challenging enough. A reflection on this helps the teacher of the course to make changes for the next year.

This process has also provoked some departments to change the syllabi for some courses, as they were found too challenging for the first year students who were found to not have their basic concepts clear enough. Courses in the first semester then concentrated on basic concepts, leaving the second and subsequent semesters to do more challenging work.

In addition, the TAQ responses given for the particular teacher, give the College some indication of the learning outcomes achieved.

2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

After each end semester exam, the college generates a bar chart of student performance in each course. The department faculty is invited to meet the Principal and Vice Principal to discuss the results. In this open discussion, suggestions are made and the teachers’ opinions sought on the reasons for poor performance/skewed graphs. Such analysis of performance can result in spotting a trend and help address the issue before it becomes a problem. Faculty are required to submit with the syllabus, a tentative plan for distribution of marks in the question papers for a particular course, based on specified learning objectives. Such a grid has to be adhered to whilst setting the paper. It is also recommended that the learning objectives, which will decide the learning outcomes be raised from Bloom’s fundamental levels to the higher orders of thinking as the students progress from the first to the final year.
2.6.4 *Give Programme-wise details of the pass percentage and completion rate of students.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Class</th>
<th>No. of Students Appeared</th>
<th>No. of Students Passed</th>
<th>Pass Percentage &amp; Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>T.Y.B.A</td>
<td>332</td>
<td>332</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc</td>
<td>277</td>
<td>272</td>
<td>98.19%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Com</td>
<td>150</td>
<td>112</td>
<td>74.67%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.M</td>
<td>65</td>
<td>64</td>
<td>98.46%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.S</td>
<td>59</td>
<td>58</td>
<td>98.31%</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>T.Y.B.A</td>
<td>333</td>
<td>333</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc</td>
<td>272</td>
<td>262</td>
<td>97.42%</td>
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<tr>
<td></td>
<td>T.Y.B.Com</td>
<td>160</td>
<td>98</td>
<td>60.86%</td>
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<td>T.Y.B.M.M</td>
<td>60</td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.S</td>
<td>59</td>
<td>59</td>
<td>100%</td>
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<tr>
<td>2009 – 2010</td>
<td>T.Y.B.A</td>
<td>351</td>
<td>337</td>
<td>96.01%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc</td>
<td>233</td>
<td>216</td>
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<td>T.Y.B.Com</td>
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<td>T.Y.B.M.M</td>
<td>60</td>
<td>60</td>
<td>100.00%</td>
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<tr>
<td></td>
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<td>60</td>
<td>58</td>
<td>96.67%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc – I.T</td>
<td>59</td>
<td>55</td>
<td>93.22%</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>T.Y.B.A</td>
<td>337</td>
<td>334</td>
<td>99.11%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc</td>
<td>231</td>
<td>219</td>
<td>94.81%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Com</td>
<td>188</td>
<td>151</td>
<td>80.32%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.M</td>
<td>62</td>
<td>60</td>
<td>96.77%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.S</td>
<td>60</td>
<td>59</td>
<td>98.33%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc – I.T</td>
<td>61</td>
<td>52</td>
<td>85.25%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>T.Y.B.A</td>
<td>338</td>
<td>333</td>
<td>98.52%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc</td>
<td>260</td>
<td>247</td>
<td>95.00%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Com</td>
<td>193</td>
<td>152</td>
<td>78.76%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.M</td>
<td>63</td>
<td>60</td>
<td>95.24%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.M.S</td>
<td>63</td>
<td>60</td>
<td>95.24%</td>
</tr>
<tr>
<td></td>
<td>T.Y.B.Sc – I.T</td>
<td>63</td>
<td>48</td>
<td>76.19%</td>
</tr>
</tbody>
</table>
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The college is entering a phase of growth where it recognizes the importance of research for the academic development of the students and the faculty. With a view to promoting research, the college has appointed directors to oversee the smooth working of the research facilities on campus. They include the Caius lab for research in the biological sciences, the Nadkarni Sacasa lab for research in chemistry and the Heras Institute for research in Indian history and culture. In addition, the college has availed of the services of a research consultant, to guide and channelize the nature of the research conducted in the Caius lab. There is an Institutional Biosafety Committee meeting regularly to guide research in the college. The academic council of the college which meets every week, monitors and encourages research. It consists of the Principal, the Vice Principals, the Treasurer and a representative of the Management.

3.1.2 What is the policy of the College to promote research culture in the College?

Research and co-curricular academic pursuits have always ranked high in the college. The Honour’s programme, a co-curricular activity that encourages research amongst academically advanced and enthusiastic student learners for over 25 years, is a testimony to the commitment of the college to research and good academics. The college also encourages faculty to pursue their PhD / research interest by applying for grants. The FIP is granted to those teaching staff who are keen on completing their PhD, with about 10 staff availing of the facility from 2006-12. With a view to promoting a research culture on campus that involves a larger circle of students rather than just those who are academically advanced, several departments have incorporated a mini research project as part of the curriculum, and hence, mandatory for the completion of the degree.

Four faculty members were sent for a three week Internship experience to the University of Bath in the UK, to shadow the researchers there and to gain competency and motivation for good research. The College has also held Workshops and Seminars on the theme of research, to stimulate interest. Faculty members share their research findings before the whole faculty, as a way of encouraging research.
3.1.3  List details of prioritised research areas and the areas of expertise available with the College.

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. U. Bapat</td>
<td>Phytochemistry and Plant Physiology</td>
</tr>
<tr>
<td>Dr. R. Shinde</td>
<td>Biodiversity of Flowering Plants, Plant Taxonomy and Molecular Taxonomy</td>
</tr>
<tr>
<td>Dr. F. Havaldar</td>
<td>Synthesis of various nitrogen-oxygen-sulphur heterocycles</td>
</tr>
<tr>
<td>Dr. H. Samant</td>
<td>Remote Sensing &amp; Terrain analysis</td>
</tr>
<tr>
<td>Dr. G. Bandopadhya</td>
<td>Geo-Engineering and Petrography</td>
</tr>
<tr>
<td>Dr. P. Henriques</td>
<td>Micropaleontology</td>
</tr>
<tr>
<td>Dr. H. Faroq</td>
<td>Water Grochemistry</td>
</tr>
<tr>
<td>Mr. A. Pundlik</td>
<td>Sedimentology</td>
</tr>
<tr>
<td>Mr. V. P Singh</td>
<td>Micropaleontology</td>
</tr>
<tr>
<td>Dr. Pacha-Gupta &amp; Dr. Priya S</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>Ms. S. Shetty</td>
<td>Molecular Biology &amp; Microbiology</td>
</tr>
<tr>
<td>Dr. V. Amonkar</td>
<td>Microbial Biotechnology &amp; Medical Microbiology</td>
</tr>
<tr>
<td>Dr. Madhuri Hambarde</td>
<td>Cancer Biology</td>
</tr>
<tr>
<td>Dr. Arun de Souza</td>
<td>Rural Development, Watershed Management</td>
</tr>
<tr>
<td>Dr. Agnelo Menezes</td>
<td>Urban non-formal economy</td>
</tr>
<tr>
<td>Dr. Frazer Mascarenhas</td>
<td>Development Studies</td>
</tr>
<tr>
<td>Ms. Hermione Salazar</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Dr. Fleur D’Souza</td>
<td>Art History and Heritage, Urban History</td>
</tr>
<tr>
<td>Dr. Shefali Balsari Shah</td>
<td>Film Studies and Popular Culture</td>
</tr>
<tr>
<td>Dr. Radiya Pacha Gupta</td>
<td>Molecular Biology</td>
</tr>
</tbody>
</table>

3.1.4  What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes/projects?

* Advancing funds for sanctioned projects which amounts to a type of seed money
* Providing good research facilities including laboratories and equipment
* autonomy to the principal investigator/coordinator for utilizing overhead charges
* timely release of grants
* timely auditing
* submission of utilization certificate to the funding authorities

3.1.5  How is interdisciplinary research promoted?

* between/among different departments of the College and
* collaboration with national/international institutes / industries.

The college supports interdisciplinary academic ventures, both intra and inter institutional. We have several such projects in the last few years.

ARTS:
The department of Ancient Indian culture has initiated several tie ups with institutions for collaborative work and has also developed some cross faculty research initiatives with the departments of Geology/Botany of the College and with the Museum and Architecture Institutions of Mumbai.
The BMS and BMM departments through their staff and students are involved in several annual projects with industry.

SCIENCE:

- Dr. Sheela Donde, Caius Research Laboratory: The conversion of cellulosic bagasse into biofuel, Industrial project with Lignoai Technologies Pvt. Ltd. Total value of the project was approximately 15 lakhs - 2008-2009.
- Dr. (Ms.) Vivien Amonkar - Dextran Fermentation – Industrial Project with Swati Spentose Pvt. Ltd, 2011 (on - going project) - Income generated - 5,00,000/-. 
- Dr. Vishwas Sarangdhar, Consultant, Caius Research Laboratory and Dr. Priya Sundarajaran, Industry consultative project on “DNA fingerprinting of Mahseer Fish from Walvan lake” with TATA power, Fund amount Rs. 9 lakhs. Dec 2011-April 2013.
- Dr. Rajendra Shinde – Collaborative research project with 13 other institutions in Maharashtra under the Project Coordinating agency Agharkar Research Institute – Pune on “Digitization and Inventerization of Medicinal Plants of Maharashtra” Funded by Rajiv Gandhi Science and Technology Commission. Fund Amount to the PI – 24,00,000/- (April 2009 - Aug 2012) Project has been successfully completed in 2012.

3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?
The college has vibrant and enthusiastic alumni and now as part of its research initiative, is attempting to tap this resource in collaborative work. The tradition of inviting visiting alumni to address the students and discuss their research is one of long standing and continues across all departments. This engages the students in fields outside their curricula and sets up realistic role models and goals for them. Also, the college has reached out repeatedly to academics and entrepreneurs who are not alumni but are willing to share their knowledge and experience with the students and faculty. The annual event, “Conclave” brings in resource persons of caliber, often scientists.

3.1.7 What percentage of faculty has utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?
The following faculty members have utilized the sabbatical leave for their research activities. This had resulted in the rapid progress of their work/completion of their doctoral degrees with publications in
peer reviewed journals (national and International).
Dr. Rajendra Shinde was on a year’s sabbatical leave teaching and researching in a University in Guyana.
Dr. Radha Kumar, Department of AIC, PhD awarded in 2012
Dr. Anita Rane, Department of AIC, PhD thesis submitted in 2012
Dr. Aditi Sawant, Department of Economics (2009-2011), PhD awarded in 2012
Mr. Bobby Mathew- Department of Geology (on FIP, 2012)
Ms. Pearl Pastakia, Department of English (on FIP 2012)

3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

The International Seminar on “Human Rights in a Globalised World” held on 10th, 11th and 12th Dec, 2009 held at St. Xavier’s College, Mumbai in collaboration with Liverpool Hope University, UK.

- India Sustainability Symposium, 27th and 28th of November 2007 with faculty from the University of St Gallens, Switzerland and Stanford University, USA.
- Two day national seminar on “Forensic Mosaic” organized by the Dept. of Zoology as a part of the self financing course in Forensic Science was held on 16th and 17th Dec 2006.
- A international conference on “Advances in Pharmaceutical Microbiology” organized by Dept. of Microbiology in collaboration with Mumbai University as part of Sesquicentennial Celebrations of the Mumbai University was held on 6th Jan 2007.
- For the Centennial celebrations, Blatter Herbarium held a National Conference on ‘Plants in Relation to Man & Biosphere’ Nov. 16 to 17, 2007.
- The department of Life Science organized an International Conference on ‘Current Research in the Biosciences’, on 21st & 22nd of Dec, 2011. Participants included students and teachers of biology from the various departments of the college and colleges in Mumbai. Speakers were largely illustrious alumni of the college. Funded by sponsors from industry.
- 2 day workshop on ‘Befriending the Museums” in collaboration with the Museum Society of Bombay. – 5th & 7th Aug. 2009
• Interactive faculty session on “Lecturing and Assessments for Large Group Teaching: Dr. (Ms.) Monna Hejmadi, University of Bath, U.K. – 24th June 2009.
• Workshop on “Research Methodology”, conducted by Prof. Wendy Bignold, Vice-Dean, Liverpool Hope University and Dr. Peter Clough, Liverpool Hope University at St. Xavier’s College, Mumbai on 29.02.2008.
• “BRAZINDIA 2007”, a two day festival showcasing cultural parallels between India and Brazil, was organized by the Dept. of AIC in association with the Consulate General of Brazil on July 19th and 20th 2007.

3.1.9 Details on the College initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the community (lab to land).

Research is aimed at the progress of knowledge. This knowledge can often be applied to practical situations and problems. The research done in College feeds directly into the teaching process of the College and it gives both faculty and students an experience of good science. Hence the findings of research have helped the College to upgrade its teaching and to make it relevant and practical. It has trained students to be good scientists.

Some of the research has had practical applications. The research on bio-fuels was successful in the laboratory and could be taken to the industrial level. Attempts were made to collaborate with the IIT Mumbai. However, lack of funding resulted in this being postponed. The Dextran research project, which is ongoing, also has potential to be taken to the industrial production level and efforts will be made in this direction when appropriate.

The DNA testing of fish for the Tatas has direct practical applications for the company and will be acted on.

The International Patent earned in the Nadkarny Sacasa Laboratory, has practical applications in medicine and our member of the Faculty is considering using the molecule in collaboration with an industrial partner in the pharmaceutical field.

3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

On-going project leading to PhD degree under Dr. Ujwala Bapat, Head, Department of Botany:
• Phytochemical analysis and antimicrobial activity of a few plants belonging to family Euphorbiaceae - Ms. Deepali Mhapsekar, Ph.D. student.
• Pharmacognostic study of Plumeria accuminata Ait. - Mrs. Vaishnavi Godse
Phytochemical studies and biological activity of *Calotropis gigantea* (Linn.) R.Br. and *C. Procera* Ait. - Mr. Anish Dutt

Study of phyto-constituents from plants of family Asteraceae, traditionally used against human pathogenic fungi - Mrs. Trupti Mhadnak

Study of island flora along konkan coast. – Mr. Anil Rajbhar

Dr. Vaman Rao, Department of Zoology (Retired) Guided 3 PhD students in the Field of Toxicology. He had several research projects.

Dr. Vivien Amonkar, Head, Departments of Microbiology and Biotechnology - Has several minor and major research grants to her name. She has industrial collaboration on some of her projects

Dr. Sheela Donde, Department of Life Science and Biochemistry (Retired) Guided one MSc and one PhD student. Had several minor and major research grants to her name. She had industrial collaboration on some of her projects.

Dr. Rajendra Shinde: On-going project leading to PhD degrees:

- Flora of Navi Mumbai Muncipal Corporation – Mr. Basil Dhas
- Monographic Studies on Asteraceae of Maharashtra – Mr. Rajdeo Singh
- Revision of Orchidaceae of Thane and Mumbai District – Ms. Sweedle Cerejo
- Taxonomic studies on medicinal plants of Raigad District, Maharashtra with reference to ethnobotanical aspects – Kalpit Mhatre.
- The Fig Community and its Ecology in the Sanjay Gandhi National Park, Mumbai, India – Shardul Bajikar

Dr. Madhuri Hambarde, Department of Zoology PhD guide. She has done two minor research projects. She is guiding the Ph.D. thesis: Potential role of ion channels in gliomas and their exploitation in therapy – Norine D’Souza (an Assistant Professor in the Biotechnology Dept.)

Dr. Zoeb Filmwala, Department of Chemistry (Retired) PhD guide

- Mr. Sanjay Nandawadeker 'Synthesis and characterisation of Schiff's basees and their metal complexes' 2008
- Mr. Satish Gangurde 'The solid state and analytical profile study of some active pharmaceutical ingredients using modern instrumental techniques' 2010.
- Mr. Sharmad chandrate 'Studies on Novel Hydrotropes as an effective medium for condensation reactions in aqueous medium' 2012.
- Mr. Madhukar Solenke 'Studies of metal complexes of ligands with azomethane linkages’ 2012.
- Ms. Rita Ramsinghani, Ms. Arshadah Ansari and Mr. Venkatesh are 3 students presently doing their Ph.D. under Dr. Filmwala.

Dr. Hrishikesh Samant, Head, Department of Geology. Consultant to several NGOs and the government on geological matters. PhD guide for:
• Mr. Bobby Mathew: Correlation of Geohydrology and Structure for Ground Water Resource Estimation in and around Nandurbar district, Maharashtra, India

Dr. Freddy Havaldar, Head, Department of Chemistry: On-going projects leading to PhD Degrees.

• Syntheses and biological activity of some novel Nitrogen containing heterocycles – Azadkumar S. Sharma
• Syntheses of some novel aza heterocycles and study of their pharmacological activity – Bhushan Dabholkar.
• Syntheses and biological activity evaluation of some novel aza and heterocycles – Ganesh B. Mule.
• Comparative studies of phase transfer catalysed and microwave induced organic reactions – A.K. Upadhyay.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

There is no allocation in the regular budget for research, as the Government does not have such an allocation. However, the faculty is encouraged to conduct research by applying for grants from various funding agencies, especially the UGC, DBT, FIST and the University of Mumbai. In the last 5 years, many such projects have been undertaken, funded by these agencies. These research projects are enumerated elsewhere in this document.

Any undergraduate research undertaken is either through the Honours Programme, a co-curricular programme of excellence, for which the students pay a separate registration fee. Courses in the regular curriculum that require projects to be done are funded through the department budgets/funds collected from students.

3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

There are four main categories under which research is undertaken on campus. The first is the Honour’s Programme, where research is possible through the fee collected for the programme, with each activity having a different fee based on an estimate of the expenditure likely to be incurred for the activity by the faculty in charge. The second research endeavour is through the regular course work/practical program under autonomy. The third is the research students PG/PhD registered with guides on campus. Their work is funded by the fees they pay/grants written by their guides. Finally, some research work is conducted as part of an industrial tie up/faculty research where the funds are obtained from the industry or from grants. Any money spent on research that is part of the curriculum at the undergraduate level, is subsidized by the college as the fees
collected would be very inadequate to sustain any kind of meaningful work. The CPE grant has also allocated Rs. 2 Lakhs for student projects.

3.2.3 *Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last four years?*

Faculty are encouraged to apply to the University, the UGC, other Government Departments, the Tata Trusts and other organisations for research funding. The College itself does not have the resources to provide seed money. However, infrastructure, including space, equipment and other facilities are constantly being upgraded by the College, to enable good research. The College covers the expenditure that sometimes does not come from Funding Agencies or from Industry. We have a few such instances. Dr. Sheela Donde’s research on bio-fuels with an industrial partner cost the College about Rs. 3 lakhs. About 25% of the faculty has received research funding in the last 5 years.

3.2.4 *Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.*

Dr. Freddie Havaldar, department of Chemistry has an International & National Patent: Novel process For Synthesis of Enantiomerically Pure(R)5-[(1r)-1-(4-Alkylpiperazin-1-Yl)Ethyl]-2-Methoxybenzene-Sulfonamide.

3.2.5 *Provide the following details of ongoing research projects:*

<table>
<thead>
<tr>
<th>Year wise</th>
<th>No.</th>
<th>Name of the project</th>
<th>Name of the funding agency/Industry</th>
<th>Total grant received</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. College Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Projects</td>
<td></td>
<td></td>
<td></td>
<td>NIL</td>
</tr>
<tr>
<td>Along with Industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Other agencies – national and international (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Isolation of novel cellulases from extremophiles and other sources (Ms. Sangeeta Shetty).</td>
<td>UGC</td>
<td>1,50,000/-</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Comparative Study of Thin Film CdS Material deposited by Thermal Evaporation Method &amp; Chemical Bath deposition method (Ajay Yadav)</td>
<td>Mumbai University</td>
<td>27400/-</td>
<td></td>
</tr>
</tbody>
</table>
### Major Projects

<table>
<thead>
<tr>
<th>Year</th>
<th>No.</th>
<th>Project Description</th>
<th>Funding Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2012</td>
<td>1</td>
<td>Digitization and Inventerization of medicinal plants of Maharashtra – Mumbai, Thane and Raigad (Dr. Rajendra Shinde)</td>
<td>RGSTC- Govt of Maharashtra</td>
<td>24,00,000/-</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Phytochemical analysis and antimicrobial activity of a few plants belonging to family Euphorbiaceae. (Dr. Ujwala Bapat)</td>
<td>UGC</td>
<td>8,00,000/-</td>
</tr>
<tr>
<td>2010-2013</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Industry sponsored

<table>
<thead>
<tr>
<th>Year</th>
<th>No.</th>
<th>Project Description</th>
<th>Funding Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-ongoing</td>
<td>1</td>
<td>Industrial ‘Dextran Fermentation’ – Dr. V. Amonkar</td>
<td>Project with Swati Spentose Pvt. Ltd.</td>
<td>5,00,000/-</td>
</tr>
<tr>
<td>2011-2013</td>
<td>2</td>
<td>DNA Fingerprinting of Mahseer Fish - Dr. Priya S.</td>
<td>TATA Power</td>
<td>9,00,000/-</td>
</tr>
</tbody>
</table>

### 3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

#### Blatter Herbarium - BLAT

- The Blatter herbarium has received Funds from – MoEF- MAB Project, New Delhi- Ethnobiological Studies on Goa Tribals – 500,000/- (three years) – Dr. Mrs. S. M. Almeida
- Botanical Survey of India – Calcutta – Ratnagiri District Flora Project – Dr. Mrs. S. M. Almeida
- Flora of Maharashtra (5 volumes 1996-2009) and Flora of Sawantwadi – 1988 has been published.
- Dr. S. M. Almeida – UNDP Project in collaboration with Punjab Durries. (Rs. 12,00,000/-)
- Dr. Rajendra Shinde - Rajiv Gandhi Science and Technology Commission – Govt. of Maharashtra (2009-2012) 24, 00,000/- + (250,000/- for extended six months) – Digitization and Inventerization of Medicinal Plants of Maharashtra – Data is being processes by the Nodal Agency – Agharkar Research Institute, Pune and Report will be published soon in the form of a Book. Electronic form of Database has been prepared in the form of a CD and will be published by the Govt. of Maharashtra.
- Dr. U. C. Bapat - UGC – Major research grant – (2010-13), Rs. 8,00,000/- + extended period.
• Caius Research Laboratory –

National recognition: Caius is a DSIR-recognized laboratory

1) Dr. S.U. Donde - Awarded a UGC Major Research Project Grant of INRs.3.4 lakhs for a project entitled “Cloning of Cellulase genes from Rumen organisms” for the period June 2003-March 2005.

2) Dr. S.U. Donde - Awarded a DAE- BRNS Govt. Of India Research Grant of INRs.19.8 lakhs for a project entitled ‘Cloning and expression of cellulase genes in Deinococcus radiodurans.” For the period Dec. 2006 – March 2011

3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry/National/International agencies).

o Dr.(Mrs.) Sheela U. Donde - Cloning of Cellulase genes from cellulolytic microorganisms and their transfer and expression in Deinococcus radiodurans, (2006-09), 13,80,000/-, DAE –BRNS Research grant.

o Dr. R.P. Gupta- Study of Haemagglutination Using Plant Lectins (2006-07), 25,000/-, Mumbai University

o Dr. R.P. Gupta - Toxicological and Developmental studies on the guppy fish, Poecilia reticulate (2009-10), 30,000/-, Mumbai University

o Dr.(Ms.) Seema Das - Toxicological and developmental studies on the Zebra Fish, Danio reiro, (2008-09), 28,000/-, Mumbai University

o Mr. Prashant Ratnaparkhi- Isolation of dye-stuff metabolizing micro-organisms, (2008-09), 25,000/-, Mumbai University

o Ms. Sheetal Fernandes - A preliminary survey of the effect of temperature and radiation stress on Chironomus larvae, (2011-12), 40,000/-, Mumbai University

o Minor Research project funded by University of Mumbai was undertaken by Prof. S. Bodhane in 2011-12 with total grant of Rs 25000/-.  

o Dr. (Ms.) Vivien Amonkar, 2010, Characterization of cellulase produced by micro-organisms growing on specific cellulose substrates, 25,000/-, Funded by DBT-ICT - Centre for Bioscience.

o Dr. (Ms.) Vivien Amonkar & Ms. Varnica Khetrapal, 2011, Microbial Synthesis and Characterisation of Silver Nanoparticles, 1,05,000/-, UGC Minor Research Project.

o Dr. (Ms.) Vivien Amonkar , 2009-10, “Assessment of drinking water quality in slums – source and storage waters”, Mumbai University Grant.

o Dr.(Ms.) Vivien Amonkar, 2011, Studying soil community DNA (metagenomics) for endo – GH’s and cellulose binding”: DBT-ICT-Centre for Energy Biosciences project

o Ms. Karuna Gokarn, Microbial Studies of Vermicompost and Worm tea, 2006-2007, Rs. 10,000/- Mumbai University.

- Dr. (Ms.) Vivien Amonkar & Ms. Karuna Gokarn, Microbiological Testing of Drinking Water in the slums followed by educational interventions in collaboration with Haath Mein Sehat, 2007-2010, Rs. 3,50,000/-, Haath Mein Sehat project, University of California, Berkeley (UCB).


- Ms. Sangeeta Chavan, Isolation of Lactobacillus species from lactic acid fermented products and evaluation of its probiotic potential, 2009-2010, Rs. 22,500/-, Mumbai University.

- Dr. Mrs. Ujwala C. Bapat - U.G.C. Major Research Project Grant of Rs. 8,67,500.00 for 3 years for a project entitled ‘Phytochemical analysis and antimicrobial activity studies on a few plants belonging to family Euphorbiaceae’ (2010 till date)

- Dr. Rajendra Shinde - Principal Investigator on Digitized Inventory of Medicinal Plant Resources of Maharashtra. Funded by Rajiv Gandhi Science and Technology Commission, Govt. of Maharashtra Rs. 23,40,170.00 (from 2009 - 2012).

- Dr. Rajendra Shinde “Cartographic Studies on Vegetation of Ambarnath MIDC area using GPS technology” - Rs. 30,000.00 sponsored by Mumbai University Teachers Research Grant. (2008-2009).

- Mr. Alok Gude: Project received Rs. 10,000.00 for ‘Detection of heavy metals from the soil near railway tracks in Mumbai (2008-2009) funded by University of Mumbai.

- Dr. Rajendra Shinde received Rs. 55,000.00 for Project on ‘Isolation and Characterization of Genomic DNA from Noni – Morinda citrifolia (Rubiacae)’2006-2008 funded by University of Mumbai.

- Dr. R. Shinde 2005-2006: University of Mumbai – College Teachers Research Grant, Rs.20000/- Selection and Verification of plants with potential for anti-tuberculosis drug development.

- Dr. Sam Taraporevala is Project Director for “Project Access – An XRCVC - Sightsavers initiative” which involves building social inclusion for the visually challenged through action research and social advocacy. This project is one among the many of the XRCVC and is funded by Sightsavers, a UK based development agency. The above mentioned components of the project have a budgetary outlay of approximately 18 lakhs per annum.

- Dr. Fr. Arun de Souza, was Collaborator, for the "Youth Leading Environmental Change" (YLEC) study (April 2011 – March 2014) which was mainly funded by a ‘Social Sciences and Humanities Research Council of Canada’ (SSHRC) grant. This international (6 country) and interdisciplinary team is involved in an ongoing investigation of the effectiveness of engaging youth in environmental
activism long-term through a workshop designed to enhance critical consciousness regarding the human causes and impacts of global climate change (GCC). Its principal investigator is Dr. Manuel Riemer of Wilfred Laurier University, Waterloo, Canada. The annual budget for this project is approximately Canadian $80,000 i.e. Rs. 44,00,000 which is to be used collectively for the 6 countries.

- Dr. Fr. Arun de Souza is one of the co-applicants (led by Dr. Manuel Riemer of Wilfred Laurier University, Waterloo, Canada) for another grant from the SSHRCC for the project titled, "Youth creating a shared global vision for a sustainable and just future through art" (April 2013 - May 2015). The goal of the proposed research program is to use arts-based methods to facilitate international youth dialogues on environmental justice and climate change.

3.3 Research Facilities

3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

With a view to promoting research, the college has appointed directors to oversee the smooth working of the research facilities on campus. They include the Caius lab for research in the biological sciences, the Nadkarni Sacasa lab for research in chemistry and the Heras Research Institute and Museum in Indian History and Culture. In addition, the college has availed of the services of a research consultant, to guide and channelize the nature of the research conducted in the Caius lab. Both the Caius and Nadkarni Sacasa research labs were renovated and their facilities were upgraded. A Centralized Instrumentation Facility (CIF) was set up to house specialized equipment that was obtained through grants. This enabled all departments to share the instruments and hence write projects that would require their usage. We have also been grateful for the recent Star College award from the DST and the FIST grant for laboratory infrastructure. The Management too puts in finance where needed to bridge the gaps in funding. Our effort is to attain the level of scientific infrastructure that a College like ours, with great potential for research, should have according to world standards.

3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

The college library subscribes to several journals and books that could be used by researchers. In addition, the librarian can avail of inter library loan facility to aid the acquisition of specific resource material for a staff member on request from other libraries. The college also provides Inflibnet facilities to the staff. All departments are provided with internet facility. The Knowledge Centre provides ITC support. Its hosts the database of the Library on our website. It
also manages the intranet on campus which provides digital resources to staff and students. These services are explained elsewhere in this document.

3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?

No residential facilities are available for research, except makeshift arrangement adjacent to the Laboratories for short term need. The guest room facility is also available to researchers for short term stay. Internet access is available in departments and laboratories.

3.3.4 Does the College have a specialized research centre/workstation to address challenges of research programmes? If yes, give details.

- The College has the Caius Research Laboratory – a research laboratory set up to carry out interdisciplinary research by the science departments especially for the faculty and students of the Biology departments. Students and Faculty carry out Masters by research, Doctoral work, Project fellowships and Industry Collaborated projects in the Laboratory.
- The College also has the NSRL (Nadkarni-Sacasa Research Laboratory) - A laboratory involved in research in the field of Chemistry and related field. Students and Faculty are able to carry out the Masters by research, Doctoral work, Project fellows and Industry Collaborated projects in the Laboratory.
- The Heras Research Institute for Ancient Indian Culture & History is also a centre for the study of Urdu, Persian and Islamic Studies. It is an inter-disciplinary post-graduate research centre.
- The Geology Department has valuable resources by way of rock samples, gems and other geological material for research.

3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The Blatter Herbarium

The Blatter Herbarium established in the year 1906 has earned national as well as international repute in the field of Taxonomy of Flowering Plants. It houses the collection of 1,50,000/- specimens of dried, pressed, preserved and classified plants, majority of which are from the Western Ghats and remaining from other parts of the country and state. It has been listed in the world Index herbarium as – BLAT. Eminent botanist like Late Dr. Fr. E. Blatter (author of – Palms of British India, The Bombay Grasses and the beautiful Flowers of Kashmir Himalaya), late Padmashree Dr. Fr. H. Santapau, (Founder director of Botanical Survey of India and author of Flora of Khandala, Flora of Purandhar, Orchidaceae of Bombay and many more), late Prof. G.L. Shah (author of Flora of Gujarat State), late Dr.
Fr. Cecil Saldanha (author of Flora of Hassan District and Flora of Karnataka), Dr. and Drs. M.R. Almeida and Mrs. S.M. Almeida (authors of Flora of Maharashtra and Flora of Sawantwadi) have deposited their plant specimens at the BLAT. Over the period, 400 new species have been described by the scientists, teachers and students working at BLAT and have resulted in 400 “TYPE” collections.

The Herbarium also holds specialized collections of Taxonomical Literature in its library. Research scholars from all over the world, many from India specially from Botanical Survey of India, Ph.D. scholars doing monographic and Floristic work in the area of Flowering plants visit herbarium regularly for the consultations and identification of plant material. About 100 research scholars have obtained Ph.D. studying in this herbarium. Locally, number of undergraduate, postgraduate students, Ph.D. students in the field of Botany, Pharmacy, Wildlife and Biodiversity consult herbarium for reference, identification of plant material. Our teaching staff provides identification and authentication services to students, research scholars and the public.

Every year the Blatter Herbarium organizes workshops in Plant taxonomy – Identification and Nomenclature for the Forest department, students from other institutions and the general public.

The Herbarium is funded by the college management and also supported by various research projects. It has received grants from MoEF (MAB Project), Botanical Survey of India – District Flora Project, Science and Technology Cell – Govt of Maharashtra and recently a grant from Rajiv Gandhi Science and Technology Commission, Govt. of Maharashtra.

**Caius Research Laboratory**

The laboratory has been used by in house faculty members for their Ph.D. / research work and is currently shared by the Life Science, Microbiology, Botany and Zoology faculty.

The Lab also organizes workshops in Molecular Biology for the in house as well as other faculty members from other colleges in Mumbai –

1. Workshop on “Molecular Techniques” organized in collaboration with St. Xavier’s College Ahmedabad, in February 2006

2. Workshop on ‘Research Techniques in Biology’ was held in the CIF from 22nd Nov – 24th Nov 2007, where 26 post-graduate students of all the Biological sciences participated.

The hands-on training included experiments in Molecular Biology, Cell Biology, Animal and Plant Tissue Culture, Analytical Instrumentation.

3. Organized and conducted a Lady Tata Memorial Trust-sponsored, 2-Day Workshop for College Teachers, on ‘Techniques in Molecular Biology’ in the Central Instrumentation Facility, on 2nd and 3rd
March, 2009, for twenty-five College and University teachers. 16 Colleges and 6 Biology disciplines were represented. Through this Workshop grant an ELISA reader was obtained, which is currently placed in the CIF for use by faculty and students.

4. Lecture-cum hands-on workshop for in-house faculty in Animal Tissue Culture and Gas Chromatography was held between 16 – 18 June, 2011. Faculty (25) from seven departments (Biotechnology, Botany, Chemistry, Life Science and Biochemistry, Microbiology, Zoology and Junior College – Biology) participated in the workshop. Hands-on training was given in Animal Tissue Culture, Gas Chromatography and preservation of cultures by Lyophilization.

The Heras Institute of Indian History and Culture: was founded in 1926, as the Indian Historical Research Institute, by the Late Rev. Fr. Henry Heras, S.J., and, on his death in 1955, it was named after him. The Heras Institute, with its well-maintained Research Library and Museum, provides guidance and facilities for post-graduate research in the fields of Ancient, Medieval and Modern Indian History, Indian Art and Literature, Indian Religions and Culture. INDICA, published since 1964, is the Research Journal of this Institute. Its present Director, Dr. (Ms.) Joan Dias, has a Doctorate in History. The Library and Museum of the Institute are constantly referred to by scholars from across the world for the rich collection of artifacts and books, and for the expertise that our faculty offers. The institute also offers Research Seminars in Writing History to undergraduate and post graduate students from across Mumbai.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the College through the following:
Details as per Annexure I A & B

- major papers presented in regional, national and international conferences
  Details as per Annexure I A

- publication per faculty
  Details as per Annexure I B

- faculty serving on the editorial boards of national and international journals
  - Dr. Vivien Amonkar, Member of the ASM Journal of Microbiology & Biology Education (JMBE) Editorial Board as reviewer
  - Dr. Madhuri Hambarde, Department of Zoology, is a reviewer for 4 Journals namely: Journal of Food Biochemistry, Natural Product Radiance and Food and Chemical Toxicology and Saudi Journal of Gastroenterology.
3.4.2 Does the college publish research journals? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

To provide an opportunity for research projects to be published and to enable the staff to become aware of the kind of work that is being done across faculties, the college has introduced a research journal called Xplore with ISSN 2249 – 1878. The composition of the board is as follows:

- Prof. Biswal T.K., Dept. of Earth Sciences, IIT Bombay, Mumbai
- Dr. Chandra Naresh, Pro. Vice Chancellor, University of Mumbai
- Dr. Deshpande Chandrahas, Economist, World Trade Centre Mumbai
- Dr. Dias Joan, Heras Institute, St. Xavier’s College (Autonomous), Mumbai
- Dr. Ganesan Lalitha, Head of Dept., Mathematics, Jai Hind College, Mumbai
- Dr. Gopalan Kamala, Head of Dept., English, S.I.W.S. College, Mumbai
- Dr. Janardhanan M. K., Head and Professor, Dept. of Botany, Goa University
- Dr. Kannamma, Dept. of Political Science, University of Mumbai
- Prof. Kothari D.C., Head of Dept., Physics, University of Mumbai
- Prof. Mathew Deepak, Centre for Lifelong Learning, Tata Institute of Social Sciences, Mumbai
- Dr. Rai T. N. (Retd.) Professor – Dept. of Hindi & Ex-Vice Principal, Guru Nanak Khalsa College, Mumbai.
- Dr. Singh B. K. N., Head of Dept., Chemistry, K. C. College, Mumbai

Every year, the editor of the Xplore invites staff to submit their manuscripts for publication. The collected manuscripts are sent to the editorial board for perusal and comment. If the paper is approved by
the board, the concerned staff member is informed of the acceptance. The journal is published every year in December.

The Heras Institute publishes, *The Indica*, a Research Journal of Indian History and Culture.

3.4.3 Give details of publications by Faculty:
Number papers published in peer reviewed journals (national / international)
Details as per Annexure I B

Monographs


*Chapters in Books*

**Dr. Arun de Souza**


**Dr. Sam Taraporevala**


**Dr. Fr. Frazer Mascarenhas**


**Dr. Fr. Joseph M.T. SVD**
• Henriques Pravin: One chapter written for the book, Gems from India (ISPCK/VIEWS, 2006).

Editing Books: Books with ISBN numbers with details of publishers

3.4.4 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty.

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<th>Year</th>
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<th>SCIENCE</th>
<th>COMMERCE</th>
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<td>2007-08</td>
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3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?
The College Uses Anti Plagiarism Software to check for plagiarism in articles published in the college research journal. The policy includes taking action against any infringements on this score, according to the Service Condition Rules of the Maharashtra Gov.
3.4.6 Does the College promote interdisciplinary research? If yes, how many inter departmental / inter disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavour.

The college supports interdisciplinary academic ventures, both intra and inter institutional. However, all the activities have been course work or simple projects. We have yet to initiate any major interdisciplinary research work.

3.4.7 Mention the research awards instituted by the College.

The College has instituted one annual Research award. It is given to a member of the faculty for the contribution they have made to research in their field. The award has been instituted since 2006. The following faculty members received the award since its inception:

1. Dr. Vaman Rao, Department of Zoology
2. Dr. Hoshang Master, Department of Chemistry
3. Dr. Freddie Havaldar, Department of Chemistry
4. Dr. Sheela Donde, Department of Life Science and Biochemistry

3.4.8 Provide details of:

* research awards received by the faculty:
  
a. Dr. Hilal Faroq of the department of Geology was Awarded “Young Scientist Project” on problem of arsenic contamination in groundwater of West Bengal from Department of Science and Technology, Govt. of India (Budget 11.16 lakhs). He was also awarded a fellowship of 1600 US$ by Ministry of Foreign Affairs of Denmark under International Development Cooperation (DANIDA) for attending an international conference.

b. Dr. Ms. Vivien Amonkar, Head, departments of Microbiology and Biotechnology, was Awarded The American Society for Microbiology (ASM) and the UNESCO ‘Leadership Grant for International Educators’ May 2009 which allowed for participation in the ASM 16th Annual Conference for Undergraduate Educators (ASMCUE) and a pre-meeting workshop May 28-31, 2009 at Colorado State University in Ft. Collins, Colorado, USA

c. Dr. Sheela Donde, Department of Life Science and Biochemistry, was Awarded the National AIACHE award ‘Reverend Fr. Theo Mathias Award for Innovative College Educator’s’ for the year 2010-11 given by the All India Association for Christian and Higher Education (AIACHE) in recognition of her ‘devotion to academic excellence, educational innovations, and commitment to high standards of professional ethics’.

* recognition received by the faculty from reputed professional bodies and agencies
  
Dr. Sam Taraporevala
3.4.9 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

The individuals who receive awards are given recognition by the college with special mention in the college magazine and on the website.

3.5 Consultancy

3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

The college encourages Faculty to undertake Consultancy in their area of specialization. 20% of the income from such consultancy is retained by the College for the use of the College name and facilities; 30% is used by the Department which provides the facilities and expertise; and 50% is the share of the principal consultant faculty member. The College has the following projects undertaken:

a. Petrographic Analysis and Rock testing by the department of Geology
b. Gemmology and Gem Testing by the department of Geology
c. Microbiological Testing of Drinking Water in the slums, Department of Microbiology
d. Dextran Fermentation, Department of Microbiology
e. The conversion of cellulosic bagasse into bio-fuel, Caius Research Laboratory
f. DNA fingerprinting of Mahseer Fish, Caius Research Laboratory

3.5.2 Does the College have College-industry cell? If yes, what is its scope and range of activities?

The College has an Advisory Body consisting of persons who have distinguished themselves in industry and other fields. Well known persons like Mr. Adi Godrej, Ms. Swati Piramal and others have served on this Body. They serve to bring in contacts and to help in networking.

3.5.3 What is the mode of publicizing the expertise of the College for consultancy services? Mention the departments from whom consultancy was sought.

Departments that offer consultancy have their own contacts in the professional field and they do their own networking. The consultancy works by word-of-mouth, recommendations of satisfied clients / alumni.

The Departments of Geology, Microbiology and History, the Caius Research Laboratory, the Blatter Herbarium, the Heras Institute and the XRCVC do consultancy work.

3.5.4 How does the College encourage the faculty to utilise the expertise for consultancy services?

The college permits faculty to use the resources of the college for any consultancy work.
3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

a. Under the Directorship of Dr. Sam Taraporevala, the XRCVC has been actively consulted for the following: By the banking industry to help build socially inclusive systems to promote financial inclusion for the visually challenged. A major example of the same has been in the case with work done with ATM manufacturers to ensure fully accessible bilingual talking ATMs. Worked with various organizations to help set up resource centers for persons with disabilities. These and other consultancies have not been billed to the various parties as the XRCVC receives project funding from its various funding agencies.

b. Petrographic Analysis and Rock testing (Department of Geology)
   2006-07: Rs. 99,828/-
   2007-08: Rs. 1,03,735/-
   2008-09: Rs. 22,450/-
   2009-10: Rs. 14,300/-
   2010-11: Rs. 59,000/-
   2011-12: Rs. 1,16,150/-
   2012-till date: Rs. 46,250/-

c. Gemmology and Gem Testing: (Department of Geology)
   2006-07: Rs. 2,12,000/-
   2007-08: Rs. 1,85,625/-
   2008-09: Rs. 1,68,750/-
   2009-10: Rs. 61,250/-
   2010-11: -Nil-
   2011-12: Rs. 66,180/-
   2012-till date: Rs. 1,15,500/-

d. Dr.(Ms.) Vivien Amonkar & Ms. Karuna Gokarn, Microbiological Testing of Drinking Water in the slums followed by educational interventions in collaboration with University of California, Berkeley (UCB), 3 Years duration. Income generated- Rs. 3,50,000/-, 2007-10.

e. Dr. Sheela Donde, Caius Research Laboratory, The conversion of cellulosic bagasse into biofuel, Industrial project with Lignoil Technologies Pvt. Ltd. Total value of the project was approximately Rs. 15 lakhs. 2008-2009.

f. Dr.(Ms.) Vivien Amonkar- Dextran Fermentation – Industrial Project with Swati Spentose Pvt. Ltd, 2011(on-going project) - Income generated - 5,00,000/-. 

g. Dr. Vishwas Sarangdhar, Consultant, Caius Research Laboratory and Dr. Priya Sundarrajan, Industry consultative project on “DNA fingerprinting of Mahseer Fish from Walvan lake” with TATA power, Fund amount Rs. 9 lakhs. Dec 2011-April 2013.
3.6 **Extension Activities and Institutional Social Responsibility (ISR)**

3.6.1 *How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students’ campus experience.*

The social sensitization, involvement and responsibility of young people, faculty and the Institution are issues that the management believes very strongly in. To ensure that such a sensitization is experienced by all students who go through Xavier’s, a Social Involvement Programme (SIP) has been introduced on campus with every student having to compulsorily complete a 2 credit non academic course of 60 hours of fieldwork over 2 semesters. Three Social Workers have been employed by the College Management from its own resources, along with one Office Assistant, to guide this programme. An orientation is given to batches of students, they are put in contact with a choice of more than 100 NGOs across the city, and their progress is monitored over the whole year.

Sensitisation lectures and regular programmes on the campus are open to the faculty and students (such as the Dalai Lama’s talk, the programme on Capital Punishment Teesta Setalvad’s Sessions on ‘Justice to the Riot Victims’, the Holocaust Programme etc). The Social Service League, founded in 1950, organises blood drives and exhibitions on topical issues.

The students are exposed to effective immersion programmes such as: a visit to our rural / tribal schools at Talasari and Ambatha followed by interaction with the children when they visit Mumbai; taking students to economically vulnerable areas in Mumbai and then reflecting on the experience and finally even conducting projects on the streets of Mumbai (as part of the continuous internal assessment in some departments) to expose the students to the harsh realities of the hostile informal sector of the economy.

The Media students who have a course on social issues are encouraged to engage with issues of social relevance.

All the efforts made by the college are complemented by the activities of The Xavier's Resource Centre for the Visually Challenged (XRCVC). It is a state-of-the-art support and social advocacy unit working for visually challenged students and other disabled persons all over India. It works towards promoting the holistic development of the visually challenged both at the micro and macro levels. From April 2006, the XRCVC has actively taken on the challenge of building inclusive systems through its advocacy work which is rooted in research, consultancy work and an extension focus. XRCVC provides a range of support services to students of St. Xavier’s College as well as to visually impaired persons across the city and country who register as XRCVC members. The services are provided free.
3.6.2 How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?

The College promotes College - neighborhood networking and student engagement through the efforts of the Department Faculty and those in charge of different Student Associations on campus. Some efforts include: Jal Jyoti, an initiative by students, that has helped light up (sans electricity) huts in Mumbai with the aid of sunlight reflected through plastic bottles; participation in clean up drives post Ganapati Visarjan along the beaches; anti-plastic drives in the Sanjay Gandhi National Park etc.

Our Sports Director and students, regularly host camps on our campus for the Special Olympics Association.

The Alcoholics Anonymous Association holds in meeting on campus every Wednesday for more than two decades.

Civil Society Organisations like the AGNI and the Narmada Bachao Andolan, the Save Vinayak Sen Committee and several others hold meetings and programmes on campus – they find a secular and socially conscious space where ideas can be freely debated.

The SIP programme also networks with local community organisations, to empower the disadvantaged.

The XRCVC has played a catalytic role in various capacities in helping to set up and or run resource centers within colleges across the city. For example, the facility at Wilson College, K J Somaiya Comprehensive College of Education, Training & Research and S.I.E.S College of Arts, Science and Commerce. The XRCVC is playing a consultative role to help Lady Shri Ram College, New Delhi set up a support centre at the college so that it can be an accessible institution for students with visual impairment. The XRCVC has worked extensively in the field of diminishing the book drought that exists in the lives of people with vision impairment and other conditions such as cerebral palsy, autism, dyslexia learning difficulties. The XRCVC has been actively and extensively involved in awareness initiatives to break wrongly held myths about lives of persons with disabilities.

3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

As the college has a very strong philosophy that holistic learning is a pre-requisite for success, it actively promotes co and extra-curricular activities which would reinforce and complement classroom learning. Apart from the Social Involvement program of the college which is a mandatory requirement, the college offers a host of opportunities such as the Social Service League, the AICUF etc. to engage with the immediate community and beyond.

One of our faculty members encourages and supports students who
are interested in joining the NCC wings of the army, navy and the air force which have units in Mumbai. Since there is specific interest in all three wings, it is not practical to have separate units on campus. The AICUF is a national organisation based in Chennai, which has affiliation to an International Student Organisation.

3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?

The students of the Special course on the Environment and the Interdisciplinary Honours programme were involved in an Environmental Audit Survey in housing colonies of Mumbai in collaboration with Forbes in its CSR initiative.

The Economics and Microbiology Departments conducted a survey in working areas of Mumbai, in collaboration with a Fairfield University, USA, to study attitudes to the girl child, in an attempt to understand the dynamics involved in empowering women and encouraging gender justice.

The Economics Department has made studies of the Rag Pickers in Mumbai, in an attempt to empower them.

The Microbiology Department has surveyed the potability of water in specific slum colonies of Mumbai and conducted awareness and training sessions for the people there on safeguarding their drinking water supply.

All the First Year students of the College, through the SIP mandatory 2 credit programme, work with non-government organisations in empowering the disadvantaged, especially through educational interventions.

The XRCVC has worked on several key issues through its research and advocacy initiatives. These include the following:

- Giving inputs to the World Intellectual Property Organization (WIPO), a body of the United Nations through the Government of India to build an inclusive global treaty for ensuring print access to the blind.

- Building library and dissemination systems at the national level by being a primary member of the DAISY Forum of India (DFI) and in Bookshare.

- Changing systems with the Maharashtra State Board of Secondary and Higher Secondary Education, Pune, so that accessible copies of school textbooks can be made available with a minimum of time delay.

- Creating accessible content in DAISY and other formats and uploading the books, thus making it available for users across the country.

- Providing access to financial services such as banking, ATMs, Stock Market trading etc to the visually challenged.

- Promoting inclusive education workshops and training programmes in mainstream schools, for the management, teachers and students.
Some of the successes are listed below:

1. The Maharashtra State Board of Secondary and Higher Secondary Education agreed to science education for visually impaired students at the college level. The Board has issued a circular to this effect in Nov 2008, after the XRCVC intervention.

2. The University Of Mumbai issued a circular for inclusive admission and examination policy for T.Y.B.A Psychology course in June 2010.

3. The CBSE Board issued a circular for admission and examination policies for science education of the visually impaired at the 11th and 12th standard through circulars in November 2010 and September 2011.

4. The XRCVC was involved in a long arduous struggle to get the Government of Maharashtra recognize the right of persons with vision impairment to study the degree course of Physiotherapy. Through its long fought out battle the XRCVC was able to get recognition for the visually impaired students to appear for the Maharashtra CET (Medical) and apply for the Bachelor’s in Physiotherapy course. Since this achievement in 2010, the XRCVC has worked with visually impaired students and the Maharashtra University of Health Science (Nasik) to create rules of admission and examination for visually impaired students in the B.P. Th. course. The XRCVC since 2009 has been supporting students and the University and also prepares accessible content for them.

5. Mathematics and Science learning and teaching has traditionally been considered not possible for visually challenged students because of wrongly held myths and ineffective systems. The XRCVC has begun work in this crucial area to ensure that the visually challenged have equal access to careers and study in this stream through an extensive research study for the same.

6. Lack of universal and appropriate guidelines for examinations across a range of set ups has been a constant hurdle and irritant for the visually impaired through diverse examinations. The XRCVC works in this area by helping students with individual concerns during examinations – as well as is working towards universal national guidelines that can standardize the procedures and create an inclusive exam-taking experience. XRCVC took the lead and has submitted a proposal for the same to the Ministry of Social Justice and Empowerment in April 2012. It did this after a comprehensive all India research exercise aimed at developing suitable guidelines. Over 70 different organizations across the country have endorsed these recommendations.

7. The XRCVC has initiated work with the Azim Premji University to create a model of inclusive education at the University in all aspects of the teaching learning process. These negotiations are ongoing and likely to create an effective model of work.

8. The XRCVC has played a catalytic role in various capacities in helping to set up and or run resource centers within colleges across
the city. For example, the facility at Wilson College, K J Somaiya Comprehensive College of Education, Training & Research and S.I.E.S College of Arts, Science and Commerce.

**Additional Key Highlights**

i. Consultation with the Ministry of Social Justice and Empowerment: The XRCVC in 2007-08 was a member of the core team involved in the scheme of the Ministry of Social Justice and Empowerment, Government of India working towards setting up of resource centre for visually challenged persons across higher education institutes in India.

ii. As part of this team, the XRCVC was involved in preparing a draft of the scheme for resource centre requirements in higher education. Further, the XRCVC also provided its consultation towards a coaching course in enhancing the skill sets of persons with disabilities for Group A and B government jobs.

iii. Career Guidance – Career Seminar: In order to orient visually challenged students to the vast array of career options and get them motivated to select the right career options, the XRCVC organized a two-day National Career seminar ‘Employment- Expanding Reach’. The seminar held on 13th – 14th Sep 2007, saw over 60 participants. The participants were both visually challenged students from different colleges in Mumbai and Pune as also parents and other professionals working with the visually challenged. As a follow up to the career seminar the XRCVC has published an information CD and data pack including proceedings which can be used as a very effective career guidance and career choice pack for the visually challenged. It has distributed over 200 CDs across different parts of the country.

iv. The Blind Act- Audio Visual: In 2007 this audio visual by the XRCVC which targets opinion makers has been designed to create awareness on the problem of the copyright law as it impacts the visually challenged.

v. Air Travel Accessibility: The XRCVC in 2008-09 in partnership with Kingfisher created an accessible air safety manual for visually impaired guests on board. The XRCVC has created a complete Braille, large-font and tactile version of the in-flight safety manual for Kingfisher Airline for all their aircrafts.

vi. XRCVC Publication: In 2008-09 the XRCVC released a publication of its own available in all three accessible formats of DAISY, Braille and Large Font. The publication is a book on Homonyms, an area that is of special relevance to the visually impaired given their increased reliance on sound to read. The publication is titled “Write-Right: Understanding Homonyms Better”. The XRCVC has distributed over 500 copies of the book in various formats cross the country being actively used by various individuals and organizations working with persons with vision impairment.

vii. Awareness Audio Visual: Towards awareness efforts, the XRCVC has released an Audio-Visual: Accessibility 2.0 highlighting the range of
AT available today. The AV serves the purpose of introducing assistive technologies to any beginner in the area, and orienting users to the wide range of products available today.

viii. Print Access Workshop: In November 2008 conducted a specialized Print Access workshop aiming at orienting and training participants especially in technologies that will enable them to access the printed word. 31 participants participated in this special event to help parents, students and professionals learn in detail the various ways to access the printed word.

ix. Accessibility of St. Xavier’s College, Mumbai Campus: The XRCVC has been actively involved in ensuring that the College campus has been made accessible for persons with disability. The XRCVC in partnership with Ms Parul Kumtha (Architect) and the Sir J.J. College of Architecture, Mumbai initiated an Accessible Audit of the Campus in 2007 and since then have been part of implementing the report results to ensure that today the campus is accessible to students and persons with disabilities.

x. Parent Support Group: In January 2009 the XRCVC started a Support group for Parents and Care Givers of visually impaired persons. The group ‘XRCVC-Connect’ meets on a need basis and has been initiated to provide much needed support and guidance to care givers at the crucial stage of development for children, and to also become a source of sharing of resources and experiences.

xi. Right to Read Campaign: The XRCVC in January 2010 conducted a Right to Read campaign for the western region of India to seek support of publishers and writes for the print impaired person’s right to read. The campaign was extremely well received and got endorsements from over 600 authors and publishers including well renowned names such as Mr. Tarun Tejpal, Mr. Arun Shourie, Mr. Harsha Bhogle, and Mr. Jean Dreze amongst many others.

xii. Banking Access Handbook: The XRCVC in partnership with CII-Ability Forum in 2010-11 was involved in creating a handbook - Banking Access for the Visually Challenged: An FAQ, which has been used extensively to generate awareness on the issue.

UID Cards for persons with Vision Impairment: XRCVC in 2011-12 Worked with Mahaonline – a joint venture between the Maharashtra government and the Tata Consultancy Services to set up a camp to register people with visual impairment for the Unique Identification number and card. A total of 281 persons were registered during the three day camp held

3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.

i. Mr. Avkash Jadhav, Department of History, was felicitated with an award by ‘Manav Seva Sanstha’ (NGO) for significant contribution to community and humanity.
ii. Mr. Avkash Jadhav, Department of History, was felicitated by National Human Rights Centre and received a gold medal for the promotion and awareness of Human Rights

Dr. Sam Taraporevala:

i. From 2007-2012, Appointed as “Chairman Copyright and Publisher Relations DAISY Forum of India” (DFI), an Umbrella body of over 90 organizations working to promote Print Access as part of their overall work.

ii. From 2008 onwards, nominated as the General Council of the National Institute of the Visually Handicapped (NIVH).

iii. From 2008 onwards, appointed as member of Braille Council of India.

iv. Appointed on the special committee as one of the few nongovernmental members to select the national awardees for the “National awards conferred by the Ministry of Social Justice and Empowerment to Disabled persons” under various categories since 2010.

v. Was appointed as a member of the task force for the setting up of the National Centre for Universal Design and Barrier Free Environment (NCUDBE). This national centre has being mandated by the 11th five year plan.

vi. From 2010 onwards, appointed as a Member of the Indian Banks’ Association (IBA) Sub-Committee on ATM systems for Visually Challenged Persons.

vii. Played a key role as member of a special committee appointed by the Ministry of Social Justice and Empowerment, Maharashtra” to recommend “Accessibility aids for persons with Disability” working with the government of Maharashtra from 2011 onwards.

viii. Included as an expert member in subcommittee focusing on “Accessibility, Mobility, Research and Innovation” of the ministry of Social Justice and empowerment, Government of India for giving inputs on disability issues for the 12th five year plan.

ix. Appointed on the organizing committee set up by the Ministry of Social justice and empowerment to organize a national level awareness program on disability so as to effectively sensitise society at New Delhi in 2012.

x. Appointed on an expert committee for setting up a resource centre for various disabilities. This is for the National Library, Kolkata which is under the ministry of culture Government of India.

xi. Appointed as Vice president and chair policy implementation for the Daisy Forum of India (DFI). This followed the success of a policy shift brought about by way of both houses of parliament suitably amending the copyright law of India allowing persons with disability a special exemption clause.

xii. Was the Guest of Honor at the ATM launch specially invited by the Union Bank of India in 2012. This launch was the first of Union Bank of India’s totally accessible bilingual ATM located at Thane. This was in recognition of the role played in helping, conceptualizing, testing,
developing and rollout of such systems across the country, thus ensuring the effective policy formulation and implementation.

xiii. Was a Special invitee and participant at the SBI ATM launch. Also played a key role in the launch of the fully accessible ATM of the State Bank of India at the JNU campus New Delhi. This launched the mega roll out of the bank’s accessible ATMs across the country. This was in recognition of the key role played in the conceptualization, testing and development of this powerful financial inclusion tool.

Awards
i. In 2008 Dr. Sam was selected as one of the recipients of the Spirit of Mumbai award by the Hindustan times for the comprehensive impact of the diverse work done in the field of social advocacy for the visually challenged.

ii. In 2008, he was conferred “The Citizen Journalist Award by CNN IBN” in recognition of advocacy efforts in the area of equitable banking.

iii. In 2009, he was awarded the 11th NCPEDP Shell Helen Keller Award in the Role model Category given by National Centre for Promotion of Employment for Disabled People in New Delhi.

iv. In 2010, he was conferred the NCPEDP Mphasis Universal Design Awards 2010 for creating an impact in the area of accessibility and universal design (For Banking and accessible ATMs) By National Centre for Promotion of Employment for Disabled People (NCPEDP) in New Delhi.

v. In 2012 Dr. Sam was awarded by the Retina India Foundation at their second "Insight" function in the Role model Category. This is an event where thought leaders of the community gather to help impress on everyone the need to make every sphere of the society inclusive and accommodative for persons with vision challenge.

3.6.6 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students’ academic learning experience and specify the values and skills inculcated?

All these extension activities are conducted with the intention of ensuring that the development of our students is not one dimensional but holistic. Such a vision cannot be realized without ensuring that their sense of social responsibility forms a strong driving force in their lives. It has been observed that following the SSL, AICUF and SIP camps, the participating students become more conscious about the fragilities of our ecology and they begin to spread the message through the campus through street plays (AICUF), posters (SSL) and written reflections (SIP). SSL is also involved in garbage segregation and blood donation drives.

Students going through the Social Involvement Programme have often thanks the Management for making it mandatory, as they feel they would not have chosen such an activity on their own and after immersing themselves in it, they realise what a change it has brought
about in their lives. However, other students do feel the imposition and perhaps do not profit consciously for the experience. The efforts of the XRCVC need to be specially lauded as it has helped make the country aware of issues related to the visually challenged and make a concerted effort to change the quality of their lives by instituting laws and setting up conveniences to achieve this aim. The second thrust has been in providing and proving that inclusive education is not just possible but also beneficial to the visually challenged.

3.6.7 How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.

The college promotes the involvement of the community in its outreach activities and contributes to the community development by encouraging the inclusion of extension activities as part of the curriculum in various departments. In addition, every student has to complete 60 hours under the social involvement programme of the college.

The Social Service League conducts rural camps every year to help students connect with and identify with the challenges faced by the rural population in their day to day living. The sessions conducted by various NGOs on our campus brings in people from all walks of life and sensitizes them to varied issues.

- Provision of space for study, for students from South Mumbai slums of IX and X belonging to the Akanksha Foundation.
- Hosting the Annual Education Convention of Akanksha Foundation for a week long training programme for teachers.
- Hosting the Wisdom Foundation’s Art for Peace Event.
- Organizing a Public Meeting on the General Elections “Chunow Par Nazar” on 7th April 2009, with Medha Patkar and Justice H. Suresh.
- Hosting a Chat Show on News X on the Loksabha Elections in the Basketball Court with well-known social activists.
- Hosted iCONGO iNTEL and Associates for “Caring Capitalism Conclave” – evaluating businesses and companies.
- Hosting the Special Olympics Bharat, Maharashtra for their Volleyball tournaments on 8th February 2009, including accommodation for 40 athletes and coaches, for another camp for Floor Hockey from 1st November to 6th November 2008, and for their State Table Tennis Selection camp, 7th December 2008.
- Organizing an interaction of NGOs and Human Rights Activists, with Mr. Paulo Vanucchi, Minister of Human Rights of Brazil.
• Hosting a group of teachers from Government College for Girls, Chandigarh on 29th September 2008, on a visit to the Departments of the College.

• Hosting a summit for Special Olympics Bharat Family Coordinators on 28th September 2008, and a Zonal Athletes Selection for Badminton for 75 athletes and coaches.

• Hosted a Course on Human Rights of the HURT Foundation from September 2008.

• There is a long list of such events and activities, in collaboration with civil society, which the College, staff and students, host on campus.

In addition, the XRCVC also receives help from external volunteers who may not be from the student pool of the St. Xavier’s College. Students from the neighboring schools - the John Cannon and Cathedral School, St. Xavier’s High School - visit the centre during examinations and act as scribes for the students with disabilities who may not be able to write their own papers. Ex students of St. Xavier’s College also volunteer as resource trainers for various programs – computer training, language training etc or where their expertise may lie that would helpful for the members of the XRCVC. All this signifies intense community participation in the life of the College.

3.6.8 Does the College have a mechanism to track the students’ involvement in various social movements / activities which promote citizenship roles?
The SIP students record their activities in a journal that is submitted for assessment to the SIP coordinator. The Alumni Association of the College tries to track alumni and their contribution to society. The highlights are published on our website and in newsletters and the College magazine. The College has a host of alumni who are making an important social contribution, including Ms. Shaheen Mistry and Ms. Anu Aga of the Teach for India and Mr Gerson D’Cunha of AGNI.

3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

COLLABORATION WITH CIVIL SOCIETY

• Teach for India Conference on Education, with Secretary Hillary Clinton and Aamir Khan, televised by Times Now channel, in July 2009.

• Special Olympics Coaching camps for Athletes and Coaches over the last several years.

• Public Meeting and interaction with Chief Election Commissioner, Mr. Navin Chawla on 6th Oct. 09

• Civil Society Organisations’ Public Hearing on the Copenhagen Meet on Climate Change, Voices from Mumbai’s Margins, on 24th Oct. 09.
• Voices of Children – an Exhibition in collaboration with the University of Wollongong, Australia, on the 9th of Nov. 09
• Chanting for Peace, Desh ki Awaz: an event organised by Wisdom Foundation on 26.11.09
• South Mumbai Area Service Committee, Narcotics Anonymous, Convention at St. Xavier’s Villa, Khandala from 10th to 12th Dec. 09.
• NGO Mela, on 14th and 15th Dec, 09 organised by SSL.
• Public Hearing on Denotified Tribes, by Ghar Bachao – Ghar Banao Andolan, on 2nd Jan, ‘10
• Training to two Faculty Members of Bamiyan University, Afghanistan, on biodiversity, by faculty from our Departments of Zoology, Botany and Geology, over one month in January-February, 2010.
• Provided space for study, for students from South Mumbai slums of IX and X belonging to the Akanksha Foundation.
• Hosted the Annual Education Convention of Akanksha Foundation for a week long training programme for teachers.
• Hosted the Wisdom Foundation’s Art for Peace Event.
• Held an Election Awareness Programme, ‘Sound of Democracy’ sponsored by AGNI on 26th April 2009.
• Organized a Public Meeting on the General Elections “Chunow Par Nazar” on 7th April 2009, with Medha Patkar and Justice H. Suresh.
• Organized an interaction of NGOs and Human Rights Activists, with Mr. Paulo Vanucchi, Minister of Human Rights of Brazil.
• Was a host institution for the Jaago re! One Billion Votes campaign of the Loksatta Aandolan.
• Hosted a Course on Human Rights of the HURT Foundation from September 2008.
• In collaboration with the Confederation of Indian Industry, Cii-Yi Xavier’s took up various projects under ‘Environment’ and ‘Slum Projects’ including De-worming camps for school and slum children, Solar lanterns and Advanced Locality Management. Collected resourceful books from students and donated them thru’ Cii’s network of NGOs.
• The Committee for the Release of Dr. Binayak Sen invited Dr. Anil Sadgopal, activist and educationist to speak on the issues surrounding Bhopal Gas Disaster, Public meeting held in the college.
• A Launch Event, ‘Inspired’, a three day conference hosted by the Akanksha Foundation, Asia Society India centre, The American School of Bombay and Teach for India was held in the college.
• CII along with Young Indians (Yi) held a discussion on ‘Seamless Integration of Skilling and Education’ in partnership with Higher Education Forum (HEF) at the college wherein Govt. officials, academicians, corporates, industry bodies and students participated.
• In collaboration with ‘Canopy’ whose directors are former Indian Army officials who have served in Counter Terrorism and Anti
Terrorism areas, Symposium held in the college on ‘Counter Terrorism and the Public’.
- The Bombay Catholic Sabha along with the Citizens Initiative for Peace (C.I.P.) held a public meeting on ‘Police Reforms: For a Citizen Friendly Police’ in the college where Ms. Kiran Bedi – IPS was the Chief Guest and Ms. Maja Daruwalla, Director of the Commonwealth Human Rights Initiative was the keynote speaker.
- An evening of Musical Theatre with the Gandhi Ashram School, Kalimpong and the Xavier College Chorus, Mumbai.
- The Committee for the Release of Dr. Binayak Sen, (CRBS), Mumbai in collaboration with St Xavier's College had the inaugural screening of the film 'A Doctor to Defend' directed by Minnie Vaid in the college Multi Media Room.
- Lokshashan Andolan and Sabrang Trust in collaboration with the college organised the Citizens/People's Tribunal for Jaitapur

The College has many such examples of collaboration with local organisations involved in social outreach.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The College is proud of the awards received by its member of the faculty: Dr Sam Taraporevala:

i. In 2008 Dr. Sam Taraporevala was selected as one of the recipients of the Spirit of Mumbai award by the Hindustan times for the comprehensive impact of the diverse work done in the field of social advocacy for the visually challenged.

ii. In 2008 conferred “The Citizen Journalist Award by CNN IBN” in recognition of advocacy efforts in the area of equitable banking.

iii. In 2009 awarded the 11th NCPEDP Shell Helen Keller Award in the Role model Category given by National Centre for Promotion of Employment for Disabled People in New Delhi.

iv. In 2010 conferred the NCPEDP Mphasis Universal Design Awards 2010 for creating an impact in the area of accessibility and universal design (For Banking and accessible ATMs) By National Centre for Promotion of Employment for Disabled People (NCPEDP) in New Delhi.

v. In 2012 was awarded by the Retina India Foundation at their second "Insight" function in the Role model Category. This is an event where thought leaders of the community gather to help impress on everyone the need to make every sphere of the society inclusive and accommodative for persons with vision challenge.
3.7 Collaboration

3.7.1 How has the College’s collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

The College is a place for socially relevant activities that further knowledge building, as well as provoke meaningful action for change. The Collaboration with other agencies, gives our students an experience of meaningful debate and action and so helps in the all round growth of our students. It also gives the College a reputation for excellence and for meaningful social interventions. It attracts students who are serious about personal development and about making a social contribution to society. In this way, the College involves itself in Nation Building, in a concrete manner. Financially the College does not profit from these collaborations but it surely benefits academically and in its brand building.

3.7.2 Mention specific examples of, how these linkages promote

* Curriculum development
* Internship, On-the-job training
* Faculty exchange and development
* Research, Publication
* Consultancy, Extension
* Student placement
* Any other, please specify

The College links with academic institutions of excellence, with industry and the corporate world, with civil society groups in India and with international organisations, including the embassies and consulates general of foreign countries and with foreign universities of repute. These contacts help in the numerous ways enumerated below and also beyond, in brand building for the institution and in overall nation building – as the problems of our time need networking and collaboration and the free flow of ideas.

curriculum

The College has the Director of the TIFR in its Academic Board and he has played an active role in curriculum development and especially in sharing his experience in making academics inter-disciplinary. Other distinguished academicians and industrial experts bring their experience and expertise to bear in the developing of our courses at the Boards of Study level. Our contacts with foreign universities like the University of Bath, which hosted an internship for students and faculty during the summer, helped also in curriculum development and research and laboratory experience.

Internship and on the job training

We have established contacts with leading scientific institutions and
industrial groups which offer internships and on the job training to our students – especially for the 2 month internship that is encouraged during the summer break of the second year of study. Our placement advisor works to extend such relationships and enter into newer ones, and this has the advantage of bridging the gap between academia and the corporate world and industry. Our students also do internships in institutions abroad like at the University of Bath.

Faculty exchange and development

Our contacts with Colleges and other Academic institutions in India and abroad, especially in the UK and the US, have brought short term exchanges for faculty that have served to give them an experience of the best academic institutions in the world. We have sent faculty to the University of Berkeley, New York University and Boston College in the U.S. and to the University of Bath and to Liverpool Hope University in the UK, for short term exchanges extending from 10 days to 5 weeks. Our faculty has brought back many academic ideas that we have adapted to the conditions at St. Xavier’s. Professors from foreign universities have also come to St. Xavier’s to offer short term courses for our faculty and students and these have had a wider impact, since a large number of faculty and students are exposed to innovations.

Research and Publication

The faculty and student exposure to industry, to other academic institutions and especially to foreign universities has had an impact on the motivation for research. In particular the relationships with the foreign Universities mentioned above, have led to research projects, collaborative teaching and publication. We also collaborate with research institutions in Mumbai – the TIFR, the BARC and the IIT, to stimulate ideas for research. The Deputy Director of the Reserve Bank of India, an alumnus, plays the role of helping the Economics Department to investigate research and build relevant curricula. We have links with the Director of the Mumbai Museum, who extends collaboration in the area of History and Ancient Indian Culture, especially with our Heras Institute of Indian History and Culture.

Consultancy and extension

The growing consultancy that the College is involved in shows the effects of our contacts with industry. Often it is our alumni who work in industry, who suggest to the latter such collaboration. The Microbiology Department has two projects from such recent alumni contacts. The Botany Department has been involved in tree Censuses, especially of medicinal plants, because of the reputation of the Department and the Blatter Herbarium. Our History Department provides the Mumbai Museum and other Cultural institutions with heritages guides from among our trained students. In every area, collaboration with external groups has brought benefits for the education on campus.
Student placement
The Student Placement Cell of the College and the professional Placement Advisor has worked to build up relationships with the industrial and corporate world. Companies like McKenzie and others have approached the College because of our reputation. A concerted effort is being made to bring in a wider range of companies, especially for our students of the Social and Basic Sciences, and for our special night section of Commerce. However many of our students are interested in further studies immediately after graduation and they get entry into the best institutions of the world.

3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

MoU have been signed with the following foreign universities:
In the U.S. with New York University, Yale University, Harvard University, St. Louis University, Missouri, University of California, Berkeley and with Boston College – for short term exchange programmes of faculty and students.
In France, we have a MoU with Sciences Po, Paris and with IESEG for student exchange.
In Germany we have a MoU with the University of Stuttgart for a collaborative teaching programme and student exchange.
In the UK, we have a MoU with Liverpool Hope University for collaborative research in Education and the Social Sciences.
In Spain the Universidad Pontificia Comillas has a MoU with us for student exchange.
We also have a MoU signed between institutions in Ontario – Canada and institutions in Maharashtra and Goa, for student exchange.
Education in the 21st century needs to be international, with our students gaining global skills. These MoU and exchange programmes give our faculty and students a chance of meaningful international contact and experience. They also impact on our academics as the good practices in foreign institutions are adopted in our teaching-learning.
Our contact with bodies like the CII (who brought in Central Minister, Mr. Anand Sharma for an interaction with students) and FICCI, with different industrial groups, with institutions like the IIT-Mumbai, the BARC and the TIFR, bring research skills, placements and internships – all of which go to improve the educational atmosphere on campus.
3.7.4 Has the College-Industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities on campus?

The interaction has resulted in augmenting the instrumentation in our laboratories and several expensive pieces of equipment have been acquired. It has given us the confidence to create a specialised Central Instrumentation Laboratory for the Biological Sciences.

Dr. Sam Taraporevala is Project Director for “Project Access – An XRCVC-Sightsavers initiative” which involves building social inclusion for the visually challenged through action research and social advocacy. This project is funded by Sightsavers, a UK based development agency. The above mentioned components of the project have a budgetary outlay of approximately 18 lakhs per annum.

**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

4.1 Physical Facilities

4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The College has been upgrading its infrastructure in the last 5 years, including its heritage buildings and especially its educational infrastructure: classrooms, laboratories and other facilities. This is in recognition of the need for world class infrastructure to support international quality higher education.

The College Management itself does fund-raising from alumni and other sources and provides some finance for infrastructure. In addition, the College applies for Government, University and Private Foundation funding and has been fortunate to acquire significant amounts of resources. These are well maintained by an Administrative Department that is well staffed. The optimal utilisation is achieved by providing motivation to faculty and students to involve in good educational practices. A monitoring of the use of facilities helps to optimize the use.

4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The Principal and Management periodically meet with the staff of individual departments and the entire staff of the college and dialogue with them on their specific infrastructure and resource requirements. In several such meetings the staff has made requests which have been honoured by the management. In addition, should any staff member have suggestions, they are free to meet the Principal and share their ideas with him. A register has been provided for the staff to make entries regarding the existing infrastructure-maintenance and upgradation.
Over the last 5 years, there has been a lot of investment on teaching aids and ensuring that the classrooms are AV enabled.

A pressing need for space is one of our limitations but the management provided new space to set up a research facility and a common instrumentation facility, thus demonstrating its commitment to promoting research on campus.

Usage of the various facilities available on campus is usually noted in registers making it possible to follow up on it. Inadequate usage usually results in more aggressive advertising of the facility, training sessions and a word from the principal urging the staff to avail of the facilities provided.

The Knowledge centre has invested in several technologies to promote interactive learning and evaluation.

4.1.3 *Does the College provide all departments with facilities like office room, common room, and separate rest rooms for women students and staff:

The general facilities provided to the staff include separate rest rooms for the male and female faculty and students. The male and female students have their common rooms while the staff has a well planned and spacious staff room with areas for lounging, dining and resting. Each department also has its own space for meetings and for storage and in many departments, work tables for the faculty. There is also good internet connectivity in the departments through a Lease Line and a Firewall protection, and computer facilities for academic work. Each department also generally has its own small library of essential books and other resources for the use of faculty and students.

4.1.4 *How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

In order to make the campus user friendly for the physically challenged, ramps were made connecting all parts of the ground floor, inspite of heritage restrictions. Each of the rest rooms for the students has a state of the art facility for the wheel-chair bound. A special Resource Centre has also been set up for the visually impaired.

4.1.5 *How does the College cater to the residential requirements of students?

Mention Capacity of the hostels and occupancy (to be given separately for men and women)

* Recreational facilities in hostel/s like gymnasium, yoga center, etc.
* Broadband connectivity / wi-fi facility in hostel/s.

The College has a Hostel for boys on campus and it is the most sought after location for out-station students. The capacity of the hostel is 60 and it has 100% occupancy. Since the College campus is small and every bit of space is well used, further hostel accommodation is not possible on campus. We have an arrangement with another hostel – Seva Niketan, run by the same Management off campus, to provide occupation for 30 boys.
The College does not have any facilities for women students on campus. The college has an understanding with some hostels in the vicinity such as the Regina Pacis hostel for 30 girl students and the Savitribai Phule and Telang Memorial Government hostels. In addition, there are several paying guest facilities around the college that are availed of by both male and female students.

The Boys’ Hostel has a large recreation area with table tennis, carrom, chess and other indoor games, besides Television facilities. They are also able to avail of the gymnasium on campus for body-building, badminton and table tennis and of the basketball and volleyball courts. The internet facility through a Lease Line is available between 9.00 am and 4.30 pm in the College Knowledge Centre situated in the same Hostel building.

4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

The college has a doctor on call 24 hours of the day, seven days a week. In addition, a special room is reserved for those who are ill, to rest till they recover or could be given treatment and first aid. A stretcher/wheelchair is available to assist in transporting a sick student to the recovery room to await the doctor. First Aid kits are available in each department and in general areas, with some staff trained in giving first aid.

All students of the college are covered by a medical insurance scheme even when they are not on campus. For the non teaching staff, the college has initiated a health insurance scheme where it subsidizes the premium paid on a medical insurance plan for the family.

4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?

The college has a strong interest in sports and recruited the services of a dynamic and very committed director, to plan and oversee the training of students in several types of sports. Should the need arise, the special services of a consultant coach (usually alumni) maybe solicited. To promote participation in sports, students are given attendance for the lectures that they miss due to practice or actual matches and the college also has several sports scholarships.

The University awards 10 marks a student who represents it in any category of sport (availed of by students till 2010). The Autonomous system from 2010 involves 2 mandatory extra-curricular credits for each student. Inter class and inter college tournaments and track and field events are promoted with the college celebrating a “sports day” annually. Some of the activities include:

- Conducting Inter-Class tournaments for boys and girls in Table Tennis, Badminton, Chess and Carrom (which are held in the Gymkhana), Volleyball and Throwball (On the Volleyball Court)
Basketball, Rink Hockey and Rink Football (On the Basketball Court)
Rolling Trophies are awarded to the winners.
- The names of the Winners are mentioned in the College Magazine since the Academic Year 2011-2012
- Annual Sports Day for track and field events is held every year.
- The Gymkhana is available to the students for various workouts every day (Free of Cost)
- Locker Facilities are made available to sports persons (Free of Cost)
The Staff Cultural Committee which in June 2011 to date has evolved into the Extra Curricular Committee of a few faculty members appointed by the Principal caters to the students. This Committee tries to invite students from all classes to audition for various talents and builds up a ‘talent bank’. Whenever an opportunity of participation at inter collegiate level or any other occasion of showcasing the talents or skills is available these students represent the college. In addition to Malhar, the biggest inter-collegiate cultural festival, which is hosted and organized by our college students, several Mumbai colleges have cultural festivals right through the year where our students regularly participate and win laurels. The Committee makes sure that as many students as possible get opportunities to participate in these events. A Cultural Secretary, a student, is selected to liaison, create opportunities, implement decisions and who is also a member of the Student Council. There are often workshops organized to expose and hone certain skills of our students like creative writing, public speaking, etc. There is always a prominent display on a special Notice Board of updates, opportunities, events, etc. which will cater to enhance personal growth of our students.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?
The Library Advisory Committee is composed of several faculty of the college, and is headed by a senior member of the teaching staff. Apart from keeping an eye on the housekeeping of the Library, the significant initiatives from them were the creation of leisure cum study spaces for the students; two peer-learning cubicles for group study and discussion; the weeding out of books that are not relevant; and the provision of light classical music in the Lending Library. A third multi-media library cubicle with 3 PCs for personal use and Multimedia viewing was upgraded. They have also been instrumental in getting the books protected by security tape and digital labels.
4.2.2 Provide details of the following:
* Total area of the library (in Sq. Mts.)
* Total seating capacity
* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
* Access to the premises through prominent display of clearly laid out floor plan; adequate signage; fire alarm; access to differently abled users and mode of access to collection)

- **Total area of the library (in Sq. Mts.):** Ref Lib 2834.64 + Lending Library with Mezzanine 3358.9 = Total 6193.54
- **Total seating capacity:**
  - Lending Library including Mezzanine leisure reading area = 62
  - Reference Library = 168 + Peer Learning Cubicles = 10 + Multimedia Library = 3
  - Honours Room = 48 + Peer Learning Cubicles = 10 + Staff Reading Area = 8. All of this adds up to a Total of = 309
- The **working hours** of the library are from 9.00 a.m. to 9.00 p.m. during normal working days and from 9.00 a.m. to 5.00 p.m. during vacations. The library remains closed on holidays.
- The **Layout** of the library includes: a) The upper level, called the Reference section, which has Peer Learning cubicles that are available for relaxed reading and browsing, a Multi media carrel, a reference section for general reading and internet access (four computers with Internet facilities for students, in addition to the Wifi facility), an Honour’s room for ‘open-access’ book and journal referencing and a Staff reading area. b) In addition, the Lower level, called the Lending section, has a General Reading area for students and a Mezzanine leisure reading area with music, sofas etc.

The library has adequate signage in place. All users of the library are aided by Shelf guides indicating DDC nos., Subject Names etc. in addition to the library staff at hand. Adequate Fire extinguishers are in place to ensure the safety of all those who are in the library. In addition, Electric bells have been installed for emergency evacuation and to indicate the closing time. The Differently abled users, such as the visually challenged, are looked after by XRCVC, for others assistance is provided by the helpful library staff. The library attempts to encourage users of its book/journal collection by maintaining an open access system.

4.2.3 Give details on the library holdings

<table>
<thead>
<tr>
<th>Type</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Print (Books, back volumes and thesis)</td>
<td></td>
</tr>
<tr>
<td>b) Non Print (Microfiche, AV)</td>
<td></td>
</tr>
<tr>
<td>c) Electronic (e-books, e-Journals)</td>
<td></td>
</tr>
<tr>
<td>d) Special collection (eg. Text book, Reference books, standards, patents)</td>
<td></td>
</tr>
</tbody>
</table>
The library holdings are rich and voluminous. They include:
- Printed items such as Books: 81654, Back Volumes (Journals)- 10220
- Thesis - 368
- Non Print: (CD – 270, DVD -103, VCD - 37) Total: 410
- Electronic: Access to 75,000 e-books and 3000+ e-journals through Inflibnet
- Special collection: Christianity Collection -2336;
  Rare Book Collection – 975

4.2.4 What tools does the library deploy to provide access to the collection?
* OPAC
* Electronic Resource Management package for e-journals
* Federated searching tools to search articles in multiple databases
* Library Website
* In-house/remote access to e-publications
Several tools are deployed in the library to provide access to the collection. For example,
- OPAC - 5 Terminals exclusively for user access.
- Electronic Resource Management package for e-journals - N-List from Inflibnet
- Federated searching tools to search articles in multiple databases - N-List Knimbus search
- The Library database in hosted on the College website for direct access.
- In-house/remote access to e-publications - N-List access is password enabled + 6 online Journals in Library are IP-enabled

4.2.5 To what extent is the ICT deployed in the library?
* Library automation
* Total number of computers for public access
* Total numbers of printers for public access
* Internet band width speed □ 2mbps □ 10 mbps □ 1 gb (GB)
* Institutional Repository
* Content management system for e-learning
* Participation in Resource sharing networks/consortia (like Inflibnet)

ICT deployment in the library involves:
- Library automation: Integrated Library Management software SLIM-21, with Linux – a web-enabled software. Acquisitions, Cataloguing, Serials Management and Circulation are computerized. There are 11 Staff terminals + 5 OPAC Terminals in LAN.
- Computers for public access: 5 OPAC Terminals, 4 Internet Terminals, 3 Computers are deployed in the Multimedia Library
- Computers available for personal computing in the library = 7
- Total numbers of printers for public access: Printers are not available in the Library for public access. Printing facility is available at the Knowledge Centre.
- Internet band width speed: 4 Mbps Lease Line.
- Institutional Repository : Not with the Library
- Content management system for e-learning: Moodle is operated from the Knowledge Centre
- Participation in Resource sharing networks/consortia (like Inflibnet) - N-List USER

4.2.6 Provide details
  * Average number of walk-ins
  * Average number of books issued/returned
  * Ratio of library books to students enrolled
  * Average number of books added during last three years
  * Average number of login to OPAC
  * Average number of login to e-resources
  * Average number of e-resources downloaded/printed
  * Number of information literacy trainings organized

The extent of Library use is evidenced by:
- The Average number of walk-ins, which is about 746 (Reference + Lending Library) per day and the average number of books issued/returned = 99 per day - Home issue + Consulted in Library.
- The Ratio of library books to students enrolled 25: 1
- Average number of books added during last three years is 1399 Books per year, including Gift Books.
- Login to e-resources: N-List is user id / password enabled. Remote Access / Login from Home. The Library Log-in from Librarian’s internet PC = approx. 12 per year. Library internet PCs log-in is through Knowledge Centre password. Printing not provided in Library, but is available at the Knowledge Centre. N-List training: Hands-on demos for Teachers: average 5
- Several Information literacy training sessions have been organized via the Honours Programme in Information Literacy since 2008-2009 (In the last 5 years, 40 students have joined and 31 have won Honours credits). In addition, Library Tours are organized on demand for FY, SY, TY students: Average 5 per year. Orientation Lectures in Class room, followed by Library tour: Average 3 per year. There is a tradition to provide a brief Orientation on the Library for the first year degree students in the College Hall just prior to their engagement in lectures for the year.

4.2.7 Give details of the specialized services provided by the library
Some of the specialized services provided by the library include:
  * Manuscripts
  * Reference
  * Reprography
  * ILL (Inter Library Loan Service)
  * Information Deployment and Notification
* OPAC
* Internet Access
* Downloads
* Printouts
* Reading list / Bibliography compilation
* In-house / remote access to e-resources
* User Orientation
* Assistance in searching Databases
* INFLIBNET/IUC facilities
  - Reference - Short term and long term reference service given by Librarian and Professional Asst. including assistance in searching Databases (Librarian)
  - Reprography – Is outsourced to Ms. Daksha Copiers.
  - ILL (Inter Library Loan Service): Letters issued for use of academic libraries. Average 40 per year, letters are given combined, for 2 or more students.
  - Information Deployment and Notification: Display of recent additions. Dust jackets are displayed.
  - OPAC: Search help given / Demonstration on demand, Demonstration is part of Library Tour, Honours Programme.
  - Internet Access: 4 Computer Terminals available however Downloads Printouts are not permitted. In-house/remote access to e-resources is via N-List; INFLIBNET/IUC facilities.
  - A Reading list / Bibliography compilation has been provided
  - User Orientation- Library Tours are organized on demand for FY, SY, TY students: Average 5 per year. Orientation Lectures in Class room, followed by Library tour: Average 3 per year. Orientation Lecturers in College Hall, 5 minutes for Library Orientation are part of every college orientation for all fresh students, Junior and senior college.

4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.

The annual library budget is about Rs. 7 lakhs, with the Annual Budget for Books being 4.0 Lakhs, supplemented by UGC grants. Self-Financing courses BMM Rs. 50,000; BMS Rs. 50,000; BSc IT Rs. 50,000 and for Journals (General+Self-financing Courses) being about 2.9 Lakhs. The amount actually spent regularly exceeds the budget allocated.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services.

Feedback being an essential part of development, the librarian gets verbal Feedback from students and faculty. In addition, a Suggestion Box is also available for any who would like to share their ideas on the working or the growth of the library. Suggestions are also e-mailed
for books to be acquired. The information obtained is analyzed by the staff committee and the librarian and used for improving the library services.
A staff committee works through the year planning and assessing the needs of the library based on personal use / observation/ feedback/ innovation.

4.2.10 List the infrastructural development of the library over the last four years.
Over the last four years, the library had undergone some infrastructural development. These include:
- Addition of Book stacks to the Lending Library and the Honour’s Library. A dozen small low seats were made for the Lending Library. These seats facilitate the search of the lowest stacks.
- Structural repairs were carried out in the Lending Library. Tiles, window-sills etc.
- Three Computer terminals were made available for students in the Multimedia carrel of the Library to prepare projects etc.
- Four Computer Terminals to access internet were installed in Reference Library.
- A staff Terminal and 1 Opac Terminal was installed in the Lending Library Mezzanine Section.
- Networking of Library was redone, esp. in the Reference Library.
- Heras Library was added to the SLIM network.
- Wi-fi was installed in the Reference Library.
- Lending Library electrical wiring was completely redone.
- A Sound system was installed in the Lending Library for playing soft instrumental music, as an endeavour to initiate the awareness and appreciation of alternate music amongst the younger generation.
- The Reference library was equipped with 3M Solutions library security system. An electronic magnetic gate was installed. 10,000 books in the Honours Room are tattled taped. Number of visitors to the Reference Library is counted by the magnetic gate.

4.2.11 Did the library organize workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usage?
The library organizes workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usage. Some of the kinds of training/orientation sessions conducted include:
- A demonstration session for J-Gate and N-List training with Hands-on demonstrations was arranged for teachers in the MMR and Knowledge Centre
- Newly appointed teachers are given a Library Tour as part of the general induction session.
- Several Information literacy training sessions have been organized via the Honours Programme since 2008-2009 (In the last 5 years, 40 students have joined and 31 have won Honours credits). In addition, Library Tours are organized on demand for FY, SY, TY students.
Average 5 per year. Orientation Lectures in Class room, followed by Library tour: Average 3 per year. There is a tradition to provide a brief Orientation on the Library for the first year degree students in the College Hall just prior to their engagement in lectures for the year

- A course in “Work experience in Library Science” was started for F.Y.B.A. students from 2009-2010. Students with learning disability and partially visually challenged may opt for this in lieu of a second language.
- One week training was organized for Library attendants during summer, 40 minutes per day.

4.3  IT Infrastructure

4.3.1  Does the College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?

The college has a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management. All users of Campus IT resources sign an agreement form based on the IT Policy Statement (attached)

4.3.2  Give details of the College's computing facilities (hardware and software).

- Number of systems with configuration

<table>
<thead>
<tr>
<th>NAME OF LAB</th>
<th>No</th>
<th>RAM</th>
<th>HDD</th>
<th>PROCESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAB1</td>
<td>31</td>
<td>1 GB (DDR2)</td>
<td>160 GB</td>
<td>Intel Core 2 Duo – 3.00Ghz</td>
</tr>
<tr>
<td>LAB2</td>
<td>31</td>
<td>2 GB (DDR2)</td>
<td>80 GB</td>
<td>Intel Pentium 4 - 3.00Ghz</td>
</tr>
<tr>
<td>VC LAB</td>
<td>31</td>
<td>4 GB (DDR3)</td>
<td>500 GB</td>
<td>CORE i5 - 3.00GHz</td>
</tr>
<tr>
<td>NEUROSCIENCE LAB</td>
<td>15</td>
<td>512 MB (DDR2)</td>
<td>80GB</td>
<td>Intel Pentium 4 - 3.00Ghz</td>
</tr>
<tr>
<td>CYBER LAB</td>
<td>20</td>
<td>512 MB (DDR2)</td>
<td>80GB</td>
<td>Intel Pentium 4 - 3.00Ghz</td>
</tr>
</tbody>
</table>

SERVER INFORMATION

Intel Server Information
Intel Server Board : SE7230NH1-E
Processor Information : Intel(R) Pentium(R) D CPU 2.80GHz, 2 cores
RAM (Memory) : 4GB Upto 8GB
Local disk space : 500GB SATA HDD
Operating system : Ubuntu Linux 9.10
Server Router: LINKSYS RV016
- Computer-student ratio
  Computer Lab ratio = 1 computer per student
  3000 students ..... 180 computers
- Dedicated computing facility
  Cyber Lab
  One Lab with 20 Computers used as Cyber Lab for staff and students.

Facilities Available:
- Internet Surfing
- Project Work
- Print Out
- Scanning
- CD/DVD Writing
This Lab is open for all Xavier's Students & Staff on all the days when the
college is open from 8:30 am to 4:30 pm.
Video Conferencing Lab (VC Lab)
VC Lab is well equipped with seating capacity of 30 people. Equipment
includes
- AVC8500 Codec Aethra SpA product
  - H.320/H.323 Codec
  - Microphone PODs
  - Sony BRC 300 3CCD Video Camera - NTSC 1/4.7 3CCDs P/T/Z
    Color Video Camera
  - Yamaha Mixing Console MG 12/4 - The mixer provides channel-
specific INSERT I/O jacks for input channels 1 to 8 (MG16/4) or 1 to
  4 (MG12/4). These jacks make it possible to insert different effectors
  into different channels
  - TOSHIBA TDP-T350 Projector - Brighness (Lumens) – 3500 ANSI
  - Dalite Motorised Projection Screen
  - HCL Microphones
  - M1200 Professional Power Amplifier
  - 2 Speakers with 2 Woofers
  - 4Mbps Broadband Line
  - 4Mbps Lease Line
  - Lease line terminated in Optic Fiber Termination Box that covert into
    media convertor (10/100 Base TX To 10/100 Base FX) configuring
    Cyberoam.
- LAN facility
- Fibre-optic backbone on campus
  YES

Fiber Optic Backbone Equipment:
1. CISCO MGBLX1 1000Base –LX SFP transceiver, for single-mode fiber,
  1310nm wavelength – 12 Nos.
2. CISCO SG300-28-SRW2024-K9= 26x10/100/1000 ports, & 2 x Combo
  mini-GBIC ports – 2 Nos.
3. Network Rack Wallmount 6U with Std Accessories - 2 Nos
5. Fiber LIU with Adapter Plates – 7 Nos.

- All campus network switches are connected through Fiber Optic Backbone.
- Backbone Fiber Optic 12 Core cable terminated in LIU Rack that converted into SFP Dual Media L2 Plus Manage Switch. (Switch – 8 Port 100/100M SFP + 2 Port + TP (100/100M))

**For Information:**
A fiber optic cable consists of a bundle of glass threads, each of which is capable of transmitting messages modulated onto light waves. Fiber optics is a particularly popular technology for local-area networks.

**Advantages of Fibre Optic:**
Fiber optic cables have a much greater bandwidth than metal cables. This means that they can carry more data.
- Fiber optic cables are less susceptible to interference.
- Fiber optic cables are much thinner and lighter.
- Data can be transmitted digitally (the natural form for computer data) rather than analogically.

**CAMPUS LAN**
- St. Xavier’s College Local Area Network are connected through CAT 5e Ethernet Bare Copper Network Cable (0.5FT 30AWG Cat5e 350MHz UTP Flat)
- CAT 5e cable will support Ethernet, Fast Ethernet, and Gigabit Ethernet.
- The Intranet is a computer network that uses Internet Protocol technology to share information, data etc within the campus.
- All campus departments & Lecture Rooms are interconnected with Local Area Network.
- All departmental computer networks are connected through switches & routers from server.
- Used for Resource sharing, Central control of equipment and data and Easy connection of equipment from different department

- Propriety software / Open source software

Following are the software frequently used during Academic practical session:

<table>
<thead>
<tr>
<th>No</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PHOTOSHOP 7.0</td>
</tr>
<tr>
<td>2</td>
<td>PAGE MAKER 7.0</td>
</tr>
<tr>
<td>3</td>
<td>COREL DRAW 10</td>
</tr>
<tr>
<td>4</td>
<td>OFFICE XP WITH FRONT PAGE</td>
</tr>
<tr>
<td></td>
<td>Software Name</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>MICRO STUDIO MX</td>
</tr>
<tr>
<td>6</td>
<td>MAYA 6</td>
</tr>
<tr>
<td>7</td>
<td>TURBO C++ SUIT</td>
</tr>
<tr>
<td>8</td>
<td>VISUAL FOXPRO 7.0</td>
</tr>
<tr>
<td>9</td>
<td>3DS MAX 7 DISCREET</td>
</tr>
<tr>
<td>10</td>
<td>MACROMEDIA FLASH 5</td>
</tr>
<tr>
<td>11</td>
<td>ORACLE 8i RELEASE 3</td>
</tr>
<tr>
<td>12</td>
<td>AUTO DESK 3DS MAX 8</td>
</tr>
<tr>
<td>13</td>
<td>OPEN OFFICE</td>
</tr>
<tr>
<td>14</td>
<td>STAR OFFICE</td>
</tr>
<tr>
<td>15</td>
<td>MSBN LIBRARY (SUBSCRIPTION)</td>
</tr>
<tr>
<td>16</td>
<td>ADOBE ACROBAT &amp; DISTILLAR</td>
</tr>
<tr>
<td>17</td>
<td>ADOBE ILLUSTRATOR</td>
</tr>
<tr>
<td>18</td>
<td>MICROSOFT OFFICE 2003</td>
</tr>
<tr>
<td>19</td>
<td>VISUAL BASIC 2008 EXPRESS EDITION</td>
</tr>
<tr>
<td>20</td>
<td>LINUX (KNOOPIX)</td>
</tr>
<tr>
<td>21</td>
<td>RED HAT</td>
</tr>
<tr>
<td>22</td>
<td>WINDOWS 2003 SERVER</td>
</tr>
<tr>
<td>23</td>
<td>WINDOWS XP SP -2</td>
</tr>
<tr>
<td>24</td>
<td>WINDOWS VISTA</td>
</tr>
<tr>
<td>25</td>
<td>JAVA &amp; ADVANS JAVA</td>
</tr>
<tr>
<td>26</td>
<td>SQL</td>
</tr>
<tr>
<td>27</td>
<td>SPSS</td>
</tr>
<tr>
<td>28</td>
<td>DREAMWEAVER</td>
</tr>
<tr>
<td>29</td>
<td>NETBEANS</td>
</tr>
<tr>
<td>30</td>
<td>VIRTUAL BOX</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>31</td>
<td>ECLIPSE</td>
</tr>
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<td>32</td>
<td>KIEL</td>
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<tr>
<td>33</td>
<td>VISUAL STUDIO 2010</td>
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<tr>
<td>34</td>
<td>JMF FOR MULTIMEDIA</td>
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<tr>
<td>35</td>
<td>INDESIGN</td>
</tr>
<tr>
<td>36</td>
<td>QUARKXPRESS</td>
</tr>
<tr>
<td>37</td>
<td>MICROSOFT OFFICE 2007</td>
</tr>
</tbody>
</table>

**OPEN SOURCE SOFTWARE**

Following are the Open Source Software used for academic purpose as an
when required for teaching and assessing purpose:

**Moodle:**

Moodle is a Course Management System (CMS), also known as a Learning
Management System (LMS) or a Virtual Learning Environment (VLE). It is
a Free web application that educators can use to create effective online
learning sites. It has become very popular among educators around the
world as a tool for creating online dynamic web sites for their students. To
work, it needs to be installed on a web server somewhere, either on one of
your own computers or one at a web hosting company.

**GLPI:**

- Number of nodes/computers with internet facility
  - All computers have internet access through cyberoam firewall
- Any other
  - Cyberoam
  - n-computing

4.3.3 *What are the institutional plans and strategies for deploying and upgrading
the IT infrastructure and associated facilities?*

The College has just installed a fibre optic backbone within the
campus, for internet connectivity. We intend providing in a few
months, high speed internet connectivity to each classroom, upgrading
from the present 4 Mb to 10 Mb, so that teaching material available on
the internet can be used by every professor, to augment teaching
methodology with the latest digital technology.

I-pads and other equipment to create a smart-board experience in
every classroom, with all the resources available through the I-pad,
will help greatly with teaching.
4.3.4 Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

- NLIST - provided to staff and students
- MSITA - Microsoft IT Academy member
- Dreamspark subscription
- Spoken Tutorial program - IIT

**Microsoft IT Academy** connects students, teachers, employers and local communities through leading edge technology skills development. The program was developed to bridge the gap between education and the real-world by empowering students with the IT skills they'll need for college and a career in today's technology-centered job market.

**Benefits as an IT Academy member:**

**Curriculum**
- Newly added-- Microsoft Official Academic Course (MOAC) for both MOS and MTA
- Expanded Microsoft E-Learning curriculum
- Ready-to-use, customizable lesson plans
- Microsoft Digital Literacy curriculum
- Course Certificate of Completion
- E-reference now provides digital access for educators to over 600 MS Press books
- Academic discounts on Microsoft Official Courseware (MOC) now accessible via new Courseware Marketplace

**Certification Resources**
- Microsoft Office Specialist (MOS)
- Microsoft Technology Associate (MTA)
- Microsoft Certifications Solutions Associate/Expert (MCP)

**Professional Development**
- Partners in Learning Teaching with Technology Curriculum
- Microsoft Innovative Educator (MIE)
- Teacher Starter Kits for 10 MOS and 20 MTA exam vouchers
- Microsoft Certified Trainer (MCT)

**Resources and Partnership**
- Easy to use private member website
- Online Microsoft IT Academy locator tool
- Microsoft IT Academy Social Media-blog and Twitter
- Virtual Events for Members
- Microsoft IT Academy Newsletters
- "Certificate of Completion"
- Marketing materials
- Marketing campaigns and special offers
- Microsoft Regional Support Center
- Welcome Kit and online benefit resources
DreamSpark is a Microsoft Program that supports technical education by providing access to Microsoft software for learning, teaching and research purposes.

DreamSpark gives students Microsoft professional-level developer and designer tools at no cost so that students can chase their dreams and create the next big breakthrough in technology - or just get a head start on their career. DreamSpark helps educators teach the latest technologies and experiment in research. Microsoft knows that to make learning more motivating, relevant, and engaging for today's students requires a diverse set of resources. DreamSpark gives educators the resources to ensure their classrooms always have the latest technologies to challenge, motivate, and keep students engaged in new ways. DreamSpark is also a subscription for Academic Institutions: it provides a cost-effective way to put Microsoft developer tools, platforms and servers in labs and classrooms, and on their students’ and faculty’s computers for learning and research purposes. It reduces lab costs and teaching budgets.

4.3.5 Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.
- MMR AND SCAVI with 3 full time operators
- Classrooms equipped with projectors, screens and internet access
- Cyberoam controlled firewall access to internet in all departments
- Multi Media Library in reference library with 3 computers
- Neuroscience Lab with 16 computers
- Bioinformatics Lab with 16 computers
- Language lab with 21 computers

4.3.6 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?
Refer sec 2.3

4.3.7 How are the computers and their accessories maintained? (AMC, etc.)
The computers and their accessories are maintained with the help of two in-house hardware and software engineers and one administrator. Three Audio-Video operators cum technicians and support from Graham, Xpress Computers, Datamini, Dell, Wipro Ltd, Realtime Systems etc

4.3.8 Does the College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?
YES. At present through Mumbai University.
10 VPN lines
Avview Video Conferencing resources are available.
4.3.9 Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the College?

Budget 10% more than what is spent in the previous year. Major upgradation is budgeted separately.

4.4 Maintenance of Campus Facilities

4.4.1 Does the College have an Estate Office / designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

- The college has an Estate office under an Administrative Officer under whom there are Electricians, Carpenters, Plumber along with sufficient support staff for cleanliness, maintenance and up keep of campus including classrooms & laboratories.
- There are regular renovations of campus facilities including painting, major repairs.
- We also have a spacious well-designed canteen facility with quality food and regulated prices.

4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

The college has regular staff for maintenance and up keep of the campus consisting of the following:

- Administrator
- An Assistant Administrator
- 4 Carpenters
- 2 Electricians
- 1 plumber
- 2 Gardeners
- Separate sweepers (2 Male, 2 Female) for cleaning and maintenance of washrooms/restrooms.
- 4 Persons for cleaning the ground floor campus.
- 8 General peons for cleanliness of classrooms & laboratories.
- 2 external security personnel at a time in 3 shifts for campus security.
- 1 Equipment maintenance engineer.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?
The college recognizes the need for a support system for students and has a counselor on campus for over three decades. The counseling centre, headed by Fr. Terrence Quadros and his team caters to the needs of the students for academic counseling (at the earlier stages) and their emotional/mental wellness. In addition faculty members are appointed as student mentors. At the start of each academic year, the faculty members are provided a list of student mentees from those that they engage academically. They are expected to meet their mentee formally at least once every semester and then make themselves available to the mentees once a week at a designated time and place for any personal consultation. The mentoring provided is largely academic, for more serious social-emotional issues, the students is referred to the counseling centre.

In addition to support being offered by these two groups, peer support is also provided by the student council. Student council member names are well advertised and the students are welcome to approach them. In fact, following feedback from the students, one member of the council is specially entrusted with the responsibility of addressing the problems of the out-station students.

5.1.2 What provisions exist for academic mentoring apart from class room work?
The College enjoys a very good rapport between faculty and students and this makes for good academic mentoring in and outside the classroom. Students approach faculty in the Staff Room and in Department Rooms and academic matters can be clarified. In addition, Remedial Coaching is provided for those who need it in specified subjects like the Languages, Chemistry, Mathematics, Physics etc. Peer mentoring and the Buddy System of pairing a good student with one who is academically weak, is operational in some departments.

5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.
In addition to the academic counseling and the support provided by the counseling centre, the college recognizes that more proactive measures need to be initiated to channelize the development of the students. Some of the measures employed to do so include courses that are part of their curriculum such as communication skills in English - for all students of the BA, soft skill development for the students of the BMS, scientific communication skills for the students of the BSc etc. All students make several presentations during their undergraduate programme. Feedback shows that this has helped them gain confidence. Another mandatory activity that proved serendipitous with respect to nurturing the social skills of students
was the 60 hours of extracurricular work that is required for their
graduation. Feedback in a survey showed that a large number of
students felt that they learned to mingle with students from other
faculties, gained in confidence and improved their self image and
social skills by this activity.
This year the college has added a new person who will be the Study
Abroad Counsellor to look into placing our students in prestigious
universities of their choice. The person will also be available to foreign
students for their everyday needs while learning to cope in the city of
Mumbai.
We also have a Placements Advisor who helps students get in touch
with employers and also organises training sessions in interview and
other job seeking related skills.

5.1.4 Does the College publish its updated prospectus and handbook
annually? If yes, what are the activities / information included / provided
to students through these documents? Is there a provision for online
access?
The college provides an updated user-friendly prospectus /handbook
to the students every year at the time of admission. The handbook
contains information on the background of the college, the bodies
involved in its governance and administration, the facilities available
on campus, the special programmes open to students, the student
associations, publications and general information regarding the
educational programmes and disciplines, admission policy, fee
structure, course content and credit weightage for both govt. aided
and self financing UG and PG degree courses and the
certificate/diploma courses that are offered by the college. The rules
of the college are clearly mentioned in the handbook for the perusal of
the students and their guardians/parents. Finally, with the shift to
autonomy, the handbook also outlines the principles used in designing
the autonomous systems and its rules. A list of the faculty associated
with each department, the non teaching staff and their designations
and finally the quality mechanisms adopted by the college over the
years also feature in the handbook.
All the information in the handbook is accessible under the
appropriate categories on the college website.

5.1.5 Specify the type and number of scholarships / freeships given to students
(UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College
Management during the last four years. Indicate whether the financial
aid was available on time.
Several freeships are made available to deserving students, based
largely on their economic status. These freeships are awarded by the
Students’ Beneficiary Fund. Students who are awarded the freeship
get a fee waiver, are provided books for ready reference, are
reimbursed the expenses incurred in participating in mandatory field
trips etc and may avail of a subsidized lunch in the college canteen. In addition, the college has a large number of scholarships for students in various fields - academic and non academic. They are awarded to the students based on criteria laid down by the patron, on the college day, July 31st. The list is provided in Annexure II A

5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.) The list is provided in Annexure II B

5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?
The college has a council for international programmes that deals with any exchange programs, student transfer, summer programmes of our students in foreign universities and vice versa. The committee also arranges special programmes for visiting foreign students in subjects such as History, Indian Culture, Contemporary Social & Political scenario in the Indian subcontinent or Economics and Development in Indian Society etc for 2 to 3 credits which may be transferred to the parent University. These specially designed packages are customized for a group of students. An annual conference has also been held every year for the last 5 years with visiting students from Harvard and St. Xavier’s college being the chief participants.

5.1.8 What types of support services are available for:
overseas students
There are a very wide variety of services available to ensure the holistic development of the students. The overseas students deal with the office of the director of international programs or a staff member involved in the courses that the student is taking, to resolve any problems they might face. The Council for International Programmes also help with housing, visa and other formalities and advice on travel. Student mentors for foreign students also provide help in the initial days.

physically challenged / differently abled students
The differently abled students may approach the office of the Director of the XRCVC in times of need, but they have access to the Counselor, the Principal and their teachers who will all make the effort to extend help should it be required. The services offered include a wheel-chair friendly campus and wash rooms, writers for exams for the visually challenged, special alternate courses to replace language for the dyslexic, sports for the visually challenged, an awareness programme
“Antarchakshoo” to elicit sensitivity to the needs of the differently abled and most of all the inclusive education they receive.

**SC/ST, OBC and economically weaker sections**

The economically weaker sections have a fee waiver, several scholarships, the Ford Foundation programme, the Student Beneficiary fund etc. which relieve the student’s financial burden; several text books are made available to students who avail of the beneficiary funds; in the international exchange programs where students are sent abroad to Universities such as Stern/Harvard etc. the travel and expenses of some economically challenged students are fully sponsored by the college. In addition, these students may obtain lunch in the canteen at subsidized rates. The Commerce Faculty caters to students who are economically disadvantaged and need to work during the day. Special care is taken of these students.

**students to participate in various competitions/conferences in India and abroad**

The travel, boarding and lodging expenses of students who represent college in competitions outside Mumbai are borne by the college. However, if the student chooses to appear for or attend such conferences out of his/her own interest, then they are expected to bear their own expenses. For cultural events the team is accompanied by a contingent leader and for sports the teams are accompanied by the director of sports or coach.

**health centre, health insurance etc.**

All students of the college are covered by a Medical Insurance policy. Health care on campus is restricted to the availability of a rest room in case of ill health, with a doctor on call all days of the week. First aid facilities are available with the departments and the counselling centre and several staff members are trained in administering first aid. The college has an understanding with St. Elizabeth Hospital for diagnosis and treatment of College employees and for emergency treatment of students. The neighbouring G.T. Hospital/Bombay hospital are also used for emergencies.

To ensure that the health care extends to educating the students about health and not just an end of the line physical treatment in the case of ill health, there are several lectures/talks organized on campus and special courses that a student might choose to enroll in, that deal with aspects of health in greater detail.

**skill development (spoken English, computer literacy, etc.)**

* The ability to communicate well is a skill that needs to be honed over time. To ensure that all our students have an opportunity to learn good communication skills, a course on communication skills is included as part of the mandatory course work for all BA students while the science students go through a diagnostic language test,
following which they are requested to complete a semester at the language lab if their ability to communicate in English is weak. With the need for language comes the need for computer literacy. This is tackled by the Knowledge centre, the computer facility of the college. They run training programmes that are open to students and staff.

*performance enhancement for slow learners / students who are at risk of failure and dropouts*

In order to ensure that students who are academically weak, are not marginalized, the college encourages tutorials and remedial teaching. The remedial work is done informally by very many of the faculty, however if the numbers are large then it is conducted in a more formal manner with slots being allotted for the lecture.

*exposure of students to other institutions of higher learning/corporates/business houses, etc.*

Students need to be exposed to institutions of higher learning /Corporate /business houses, etc for a more complete education. Understanding this, the college encourages internships at such institutes over the summer. An additional non mandatory credit is awarded to students who complete 60 hours of internship over the summer preceding their admission to the third year. These internships could be obtained by the students directly approaching the institute, or may be suggested by the department or even channelized by the placement centre of the college.

*publication of student magazines*

The continuing effort to ensure multidimensional development of the individual is sustained by the creation of magazines by each department. Over the years, 2007-12 almost 14 departments have produced annual magazines. In addition, the College Magazine, the Indica, the Xplore, the Honours Programme newsletter/report, the AICUFer, Trends, the Pakharan, the publication of the student council newsletter XPress and the Raaga (a publication from Malhar) are also publications of the college, several of which are by students. The funds for all the publications (department and general college) are obtained through sponsors. The college, however, does provide financial assistance, if required for the publication of the general magazines of the college.

5.1.9 *Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?*

The College does not provide any coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations but faculty guide and encourage students to attempt these and a large number appear for these, through the College.
5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as:

* additional academic support, flexibility in examinations
* special dietary requirements, sports uniform and materials
* any other

The cultural aspect has always been a strong point of our College and it has an acknowledged role in moulding the personality, teaching soft-skills, developing leadership and management abilities and strengthening the EQ. However if left optional, to the initiative of those inclined, many do not take the plunge. Our new credit system includes two mandatory extra-curricular credits for every student, monitored and encouraged by faculty and a group of students themselves. Participation in sports and other cultural activities has now become universal, contributing to an all-round formation – so much needed in our world. In order to encourage participation in extracurricular activities, whether it is sports or cultural, the college ensures that: the students are given attendance for the classes/practicals they miss in order to perform/participate in an event where they are representing the college; they are allowed to appear for additional exams if they have missed any examinations; they are awarded an equivalent number of hours towards the extracurricular credit which is mandatory for every undergraduate student, the winners in sporting events are felicitated on college day and there are 12 scholarships for outstanding sportspersons that are also awarded on college day. In addition, all students who represent college for Inter-College sports Events organized by the Mumbai University get:

1. Sports Uniforms
2. Attendance for lectures missed due to Practice/ Tournaments
3. Coaching facilities for the following games ( Boys and Girls)
   - Basketball
   - Football
   - Volleyball
   - Handball
   - Hockey

The contingent, when selected for inter – collegiate cultural festivals, is given support in terms of basic needs. There is a budget assigned for cultural activities to take care of expenses such as choreography, props, costumes etc.

The progress of our students in these events are closely monitored which increases the morale of our students. The names of the winners of events are displayed on the notice boards.
5.1.11 Does the College have an institutionalized mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The College has an institutionalized mechanism for placement of its students. Over the past few years, the College has added a special focus on the Placement of under graduate students graduating in March each year. This has been achieved by forming a Placement Cell in the College, at the start of each Academic year, with around 4 faculty and 10 students, who interact with the potential Employers, the College Management, the Heads of Departments and the eligible Students.

- Early in the year, students are asked to register with the Cell and a database is built up. This is followed by a campaign by the Placement Cell to invite desired Visitors on Campus. Companies are sent an illustrative pdf file, designed by the Cell. Once a sizeable number of responses have been received, usually around August onwards, Campus visits are arranged on a systematic basis. Facilities (venue, audio visual equipment etc.) are arranged, students advised by email and interested students mobilized. The Placement Committee manages every detail: meeting and greeting the Campus Visitors and undertaking the entire processes up to selection and acceptance of a job offer.

- While the mechanism itself is well institutionalized, since students and sometimes the faculty, change from year to year, hence the need was felt for a dedicated resource, who would provide continuity in the Placement process, especially in terms of relationship management with Campus Visitors and bringing in reputed Employers who would provide best-in-class jobs to students and to encourage employers to do so every year. An ex-Xavierite, recently retired, with a background in talent sourcing, was identified during the year and assumed office in September 2012 as the Placement Advisor.

- During the year, the Placement Cell actively guided and counseled students. Firstly, comprehensive Placement Guidelines were circulated covering the entire gamut of Career guidance, viz. how to choose a Career, Resume Preparation, Interviewing skills and Compensation structures. Next, two accomplished specialists from Industry conducted separate Placement talks.

- Mr. Ronald Sequeira, Board Member and Human Resources Director of GSK, spoke on Careers and Interview management. Mock interview sessions took place to demonstrate the do's and don'ts of interviewing. An interactive session followed when questions raised were answered.

- Mr. Mukund Madhav, from Reliance Industries HR, gave students an overview of jobs in Industry, followed by a mini workshop on Resume Building. A specimen CV was shared with the students. Students were
also free to email any specific query on building their own Resumes to him.

- Later in the year, the former Executive VP Human Resources of Mahindras, Mr. Allan Sequeira, spoke to the students on "What the Corporate World expects from Gen Y". This was followed by an interactive session.

- Throughout the academic year the Campus hums with activity. Various fests and Programmes are organized by Departments and Cultural Bodies, within the college. These extra mural activities, afford the students ample scope for developing not only entrepreneurial skills but other skills as well, especially soft skills. Of particular mention, is MALHAR a cultural festival which has participants across Colleges in Mumbai and attract over 20,000 visitors. Students undertake detailed management personally, involving some 2000 students of the College.

- From time to time Talks are arranged featuring "success stories," of people who demonstrated business/entrepreneurial skills. Finally, our students are encouraged to do 2 month Internships in Industry to enhance their perception of business and entrepreneurial ventures.

5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

<table>
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<tr>
<th>Placement Report</th>
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<tbody>
<tr>
<td><strong>Companies</strong></td>
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<td>Mckinsey</td>
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<td>Baincapability</td>
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<td>ExecutiveAccess</td>
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<td>TeachFor India</td>
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<td>Citigroup</td>
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<td>DBS Bank</td>
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<td>A E Shaw</td>
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<td>Zomato.com</td>
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<td>Teach For India</td>
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<td>McKinsey &amp; Co</td>
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<td>CapabilityCenter</td>
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<td>KPMG</td>
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<tbody>
<tr>
<td>Number of students registered</td>
<td>300</td>
<td>260</td>
<td>300</td>
<td>310</td>
</tr>
<tr>
<td>Number of students placed</td>
<td>100</td>
<td>116</td>
<td>110</td>
<td>135</td>
</tr>
<tr>
<td>Highest salary</td>
<td>5-7 lakhs pa</td>
<td>10-12 lakhs pa</td>
<td>7.5 lakhs p.a</td>
<td>11.5 lakhs p.a</td>
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<tr>
<td>Average salary</td>
<td>3-4 lakhs pa</td>
<td>5-10 lakhs</td>
<td>2.5 lakhs p.a</td>
<td>3.2 lakhs p.a</td>
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</table>
5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?

The College has an Alumni Association that is more than 100 years old. The Alumni Association is registered with the Charity Commissioner. It organizes social and academic programmes, including interactions between alumni and students of the college. The “At Home”, an event that celebrates the graduation of a batch of students every year by getting them to meet alumni and the Annual Alumni dinner are opportunities for social interaction hosted by the Alumni Association. Lectures by eminent speakers, mainly alumni, are academic events which seek to serve the general public. Alumni support for community service by students and by NGOs connected to the College, is also offered.

5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.

The college has a student grievance cell. The students may approach the student council/VP/staff member/Principal regarding any matter which is a cause for concern amongst them. There is also a drop box they could avail of in the event that all of the afore-mentioned approaches were not acceptable.

Once the matter is brought to the attention of the council the Vice Principals are contacted and the issue is laid before them. As a primary measure the Vice Principal first attempt to resolve the issue,
although the Principal is kept informed about the situation, Failing a satisfactory resolution of the problem at the primary level depending on the gravity of a problem, the Principal may be involved right from the start.

Some of the issues that came up were the need for up-gradation of the rest rooms, the cost of items in the canteen, the need for better amenities in the common room etc. There were also some cases of perceived harassment by male students that were resolved by the committee.

5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?

Running along the same lines, is the women’s development cell (WDFC), a statutory body of the University of Mumbai, that promotes awareness and sensitivity to women’s issues by conducting workshops/seminars on women’s issues, runs specials programs for the empowerment of women and addresses any gender-based complaints. The cell has a sub group of three members that deals with any complaints of sexual harassment from students and staff. The Principal is then advised regarding action, if any, to be taken.

5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ragging in any form is forbidden on campus and the college takes stern action if this rule is violated. In the first month of the academic year, faculty are requested to go around campus to make sure no ragging, however mild, occurs. However, should any untoward incident occur despite the college policy, there is a grievance cell where a student can make a complaint on ragging or any other issue that pertains to his/her life on campus. There have been no complaints about ragging on campus.

5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation, etc.?

The College Management and Faculty do a considerable amount of networking, with Alumni, Corporate Groups, NGOs, Academic Institutions including foreign universities and with Government, to ensure the overall development of students, by seeking a wide range of experiences for the latter, which encompass research, community service, action for change, leadership and crisis management. The reputation that the College has earned makes possible a dialogue and collaboration with external groups and individuals, which have proved to be very valuable for our students.
5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?

St. Xavier’s college is known for its extracurricular activities. In fact there are several students who choose to travel long distances just so that they may be a part of the college and its rich cultural heritage. In order to encourage participation in extracurricular activities, whether it is sports or cultural, the college ensures that: the students are given attendance for the classes/practicals they miss in order to perform/participate in an event where they are representing the college; they are allowed to appear for additional exams if they have missed any examinations; they are awarded an equivalent number of hours towards the extracurricular credit which is mandatory for every undergraduate student.

The college has a strong interest in sports and recruited the services of a dynamic and very committed director, to plan and oversee the training of students in several types of sports. Should the need arise, the special services of a coach (usually alumni) maybe solicited as a consultant. To promote participation in sports, students are given attendance for the lectures that they miss due to practice or actual matches and the college also has several sports scholarships. The University awards 10 marks to a student who represents it in any category of sport. Inter class and inter college tournaments and track and field events are promoted with the college celebrating a “sports day” annually.

The students are motivated in several ways. Certificates are awarded for in-house activities. This information adds value to the curriculum vitae of the students and contributes to the hours required for the 2 mandatory credits for extra-curricular work. Several departments have also taken to organizing inter collegiate festivals for a better exchange of views. Since these activities are on a smaller scale and are subject specific, they provide opportunities for the more timid students to participate in extra-curricular endeavour.

5.1.18.1 How does the College ensure participation of women in ‘intra’ and ‘inter’ institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

- Inter Class competitions are conducted for women in Carrom, Chess, Table-Tennis, Badminton, where in the winners are awarded with a rolling trophy and are made to represent the college for various Inter College tournaments organized by Mumbai University.
- Selection trials are conducted over a period of 4 to 6 days for team games such as Football, Basketball, Volleyball, Hockey, Handball & Throw ball and the selected probable undergo coaching camp under a qualified professional coach hired by the College who selects the Final team that represents College for various tournaments.
• For Individual events like Athletics/Aquatics/Tennis/ Squash/ Rifle shooting/Archery etc women are made to represent College after producing Certificates of Merit/Participation at any level.

• From the Above Competition/Tournaments participated if women players are selected to represent Mumbai University for West Zone/ All India Competitions or represent College/Club for open Competitions. They are sent for the same by making adjustments in lectures, practicals, submission of projects/assignments & presentations.

5.2 Student Progression

5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges / universities (if available)

St. Xavier’s College is the only Autonomous College with the Faculties of Arts, Science and Commerce, under the University of Mumbai, for the three academic years since we received Autonomy in June 2010. However, in the last examination conducted by the University of Mumbai, which our students appeared for (in April 2012) St. Xavier’s College bagged an unprecedented 37 merit rank holders, with 7 students in the first 10 merit ranks in Science, including the first rank with 98% marks; and with 4 students in the first 10 merit ranks in Arts. At the Department level, 5 departments earned all the first three University ranks: Geology, Life Sciences, English, Economics and Political Science; and in addition, the Departments of Chemistry, Mathematics and Information Technology secured the First University Rank.

The Average success rate for the Arts, Science & Commerce Programmes from 2007-2012 are as follows: Arts: 98%, Science : 97%, Commerce : 76%

5.2.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

Data on progression of students is not fully available and we give below an approximation from the informal contacts our department faculty have with alumni:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>%</th>
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<tbody>
<tr>
<td>UG to PG</td>
<td>60%</td>
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<tr>
<td>PG to M.Phil.</td>
<td>&lt;1%</td>
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<tr>
<td>PG to Ph.D.</td>
<td>5%</td>
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<tr>
<td>Employed</td>
<td></td>
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<tr>
<td>• Campus selection</td>
<td>5%</td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td>90%</td>
</tr>
</tbody>
</table>
5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?
A realistic picture of the number who are committed to the undergraduate programme is evident only at the end of semester one, when those who choose to leave for alternate programmes have withdrawn their admission. The Average completion rate for the Arts, Science & Commerce Programmes from 2007-2012 are as follows: Arts: 98%, Science : 97%, Commerce : 76%

5.2.4 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.
Data on this is not available. St. Xavier’s college is primarily an undergraduate college. Most often the students who complete these exams do so during their PG years or thereafter. As there are only 5 departments with a PG programme, data gleaned from these departments would not be a true representation of the status.

5.2.5 Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.
List of Faculty/Students who have submitted PhD thesis and have been awarded Doctoral degree between 2007-2012:

**FACULTY:**
* Dr Agnelo Menezes, Department of Economics: PhD thesis entitled ‘SOCIAL AND ECONOMIC GEOGRAPHY OF THE URBAN POOR: RAG PICKERS IN MUMBAI’ - PHD WAS AWARDED IN JAN 2009 THROUGH MUMBAI UNIVERSITY.
* Dr. Roy Pereira SJ, Department of Chemistry, Thesis entitled ‘Chemistry of Attention’. Boston College, Massachusetts, USA, 2011.
* Dr. Aditi Sawant, Department of Economics, PhD awarded in 2012, Thesis entitled: ‘Crowding-in and crowding-out Impact of FDI on Indian Economy’
* Dr. Radha Kumar, Department of Ancient Indian Culture, PhD awarded in 2008, Thesis entitled: ‘Impact of Buddhism on Ancient India Polity’, University of Mumbai.
* Prof. Anita Rane, Department of Ancient Indian Culture Thesis submitted entitled :“Structural temples of the Rashtrakutas”.
**STUDENTS**

<table>
<thead>
<tr>
<th>Sr. N</th>
<th>Subject</th>
<th>Name of the Student</th>
<th>Guide</th>
<th>Year in which awarded Ph. D.</th>
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<tbody>
<tr>
<td>1</td>
<td>Botany</td>
<td>Shri. Balakrishna Gawade</td>
<td>Dr. Rajendra Shinde</td>
<td>2011</td>
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<td>2</td>
<td>Chemistry</td>
<td>Mr. Krishna Anand Poojari</td>
<td>Dr. Hoshang Master</td>
<td>2007</td>
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<td>3</td>
<td>Chemistry</td>
<td>Krishandatt Baldev Prasad Sharma</td>
<td>Dr. Peter Fernandes</td>
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<td>4</td>
<td>Chemistry</td>
<td>Shri Dharmendra Singh</td>
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<td>2007</td>
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<td>5</td>
<td>Chemistry</td>
<td>Sanjay Marutirao Nandavadekar</td>
<td>Dr. Zoeb Filmwala</td>
<td>2009</td>
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<tr>
<td>6</td>
<td>Chemistry</td>
<td>Navin Chandra Khatri</td>
<td>Dr. Freddy Havaldar</td>
<td>2009</td>
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<td>7</td>
<td>Chemistry</td>
<td>Abhay Patil</td>
<td>Dr. Freddy Havaldar</td>
<td>2010</td>
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<td>8</td>
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<td>Shri. Pradeep Ghugare</td>
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<td>2011</td>
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<td>9</td>
<td>Chemistry</td>
<td>Shri Sanjay Bhinse</td>
<td>Dr. Freddy Havaldar</td>
<td>2011</td>
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<td>10</td>
<td>Chemistry</td>
<td>Shri Chandratre Sharmad Jaykrishna</td>
<td>Dr. Zoeb Filmwala</td>
<td>2012</td>
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<tr>
<td>11</td>
<td>Life Sc</td>
<td>Shir Telang Sachin Sudhakar Mangala</td>
<td>Dr. Sheela Dhonde</td>
<td>2012</td>
</tr>
<tr>
<td>12</td>
<td>Zoology</td>
<td>Mr. Contzen Pereira</td>
<td>Dr. C. V. Rao</td>
<td>2007</td>
</tr>
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<td>13</td>
<td>History</td>
<td>Shri Sudhir Kumar</td>
<td>Dr. J. Velinkar</td>
<td>2007</td>
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<tr>
<td>14</td>
<td>History</td>
<td>Ms. Mangala V. Patil</td>
<td>Eugene J. D'Souza</td>
<td>2008</td>
</tr>
<tr>
<td>15</td>
<td>History</td>
<td>Smt. Sonali Suhas Pednekar</td>
<td>Dr. Eugene J. Dsouza</td>
<td>2008</td>
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<tr>
<td>16</td>
<td>History</td>
<td>Kum. Mangala Vithal Patil</td>
<td>Dr. Eugene J. Dsouza</td>
<td>2008</td>
</tr>
<tr>
<td>17</td>
<td>History</td>
<td>Dr. Ms. Melanie Stephan Fernandes</td>
<td>Dr. J. Velinkar</td>
<td>2009</td>
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<tr>
<td>18</td>
<td>History</td>
<td>Mrs. Mohsina A. Mukadam</td>
<td>Dr. Eugene J. Dsouza</td>
<td>2009</td>
</tr>
<tr>
<td>19</td>
<td>History</td>
<td>Mrs. Purnima Srikrishna</td>
<td>Dr. Anila Varghese</td>
<td>2010</td>
</tr>
</tbody>
</table>

List of Faculty/Students who have registered and are pursuing their Doctoral degree:

* Prof. Gulshan Sheikh, Associate Professor, Department of Chemistry
* Prof. Prashant Ratnaparkhi : Assistant Professor, Department of LifeSciences and Biochemistry.
* Prof. Sangeeta Shetty : Assistant Professor, Department of Life Sciences and Biochemistry.
* Prof. Sangeeta Chavan : Associate Professor, Department of Microbiology.
* Prof. Karuna Gokarn : Associate Professor, Department of Microbiology
* Prof. Norine D'Souza: Assistant Professor, Department of Biotechnology.
* Prof. Ashok Bingi : Assistant Professor, Department of Mathematics.
* Prof. Conrad Cabral : Assistant Professor, Department of Zoology.
* Prof. Hermione Salazar, Associate Professor, Department of Economics
* Prof. Pearl Pastakia; Assistant Professor, Department of English
* Prof. Bobby Mathew; Assistant Professor, Department of Geology
5.3 Student Participation and Activities

5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

The range of sports and games available to student include Football, Basketball, Judo, Chess, Carrom, Hockey, Handball, Throwball, Volleyball, Table-Tennis, Badminton, Athletics, Aquatics etc. For Individual events like Athletics/Aquatics/Tennis/ Squash/ Rifle shooting/Archery etc students are made to represent College after producing Certificates of Merit/Participation at any level. In the extracurricular arena, events include: literary events, fine art, music, theatre, cultural growth/awareness enhancement workshops, and editorial or managerial work.


Sports: Inter-college table tennis, badminton and chess for men and women – July and August; Inter-college Football : September October; Volleyball: November – December; Basketball: November-December; Handball – December: Hockey: January; Athletics: November; Cricket: October (During Diwali Vacation): Carrom: January - February

5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.

<table>
<thead>
<tr>
<th>PERFORMANCE IN INDIVIDUAL CHAMPIONSHIPS</th>
</tr>
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<tbody>
<tr>
<td>ACADEMIC YEAR 2006-2007</td>
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<table>
<thead>
<tr>
<th>MUMBAI UNIVERSITY INTER COLLEGIATE REPRESENTATION</th>
</tr>
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<tbody>
<tr>
<td>ATHLETICS</td>
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<tr>
<td>JUDO</td>
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<table>
<thead>
<tr>
<th>INTER UNIVERSITY REPRESENTATAION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASKETBALL(WOMEN) : Meghana Menon, Poorvi Kulkarni, Merlyn Vaz, Selvina Serrao, Natasha Caldeira</td>
</tr>
<tr>
<td>VOLLEYBALL (WOMEN): Rashmi Rai, Pinto Larissa</td>
</tr>
<tr>
<td>FOOTBALL (MEN) : Grenville Murzello</td>
</tr>
<tr>
<td>BADMINTON (MEN) : Narke Rohit</td>
</tr>
<tr>
<td>ATHLETICS (WOMEN) : Ayesha Billimoria.</td>
</tr>
<tr>
<td>JUDO (WOMEN) : Saloni Dubey</td>
</tr>
</tbody>
</table>
### Performance in Individual Championships

**Academic Year 2007-2008**

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Ayesha Billimoria: 100m <strong>GOLD</strong> Awarded Fastest 200m <strong>GOLD</strong></th>
<th>Women Athlete Mumbai University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table Tennis</td>
<td>Anul Jain: <strong>BRONZE</strong> In Women’s Singles</td>
<td></td>
</tr>
<tr>
<td>Judo</td>
<td>Dubey Saloni: <strong>GOLD</strong> In Women’s Up to 57 Kg Category</td>
<td></td>
</tr>
</tbody>
</table>

**Inter University Representation**

- **Basketball (Women):** Meghna Menon, Poorvi Kulkarni, Merlyn Vaz, Selvina Serrao, Natasha Caldeira, Malina Karkada.
- **Basketball (Men):** Furqan Quereshi.
- **Volleyball (Women):** Rashmi Rai.
- **Athletics (Women):** Ayesha Billimoria.
- **Judo (Women):** Saloni Dubey.

### Performance in Individual Championships

**Academic Year 2008-2009**

| Judo               | Saloni Dubey: **SILVER** In Women’s Up to 57 Kg Category       |
|--------------------|---------------------------------------------------------------|---------------------------------|
| Table Tennis       | Anul Jain: **SILVER** In Women’s Singles                       |
| Athletics          | Paul Paul Babu: **SILVER** High Jump                           |

**Inter University Representation**

- **Basketball (Women):** Junasha Caldeira, Malina Karkada, Kavita Shetty, Laura Lobo.
- **Basketball (Men):** Furqan Quereshi.
- **Volleyball (Women):** Rashmi Rai.
- **Athletics (Men):** Paul Paul Babu.
- **Table Tennis (Women):** Anul Jain **GOLD** West Zone Table Tennis (Baroda) and **4th** Place National Inter-University Table Tennis (Ranchi).

### Performance in Individual Championships

**Academic Year 2009-2010**

| Chess              | Swarna Yadav: **BRONZE**                                      |
|--------------------|---------------------------------------------------------------|---------------------------------|
| Athletics          | Reetham Salian: 400m **SILVER** 800m **SILVER**              |
| Table Tennis       | Anul Jain **BRONZE** : **BRONZE**                             |

**Inter University Representation**

- **Basketball (Women):** Junasha Caldeira, Kavita Shetty, Roshni Nair.
- **Basketball (Men):** Furqan Quereshi.
- **Athletics (Men):** Reetham Salian.
- **Football (Men):** Pablo Rodrigues, Linekar Machado, Jignesh Shetty.

**Open State Representation**

- **Football (Women):** Durva Vahia, Mistry Natasha.
- **Squash:** Sammy Johnson Inter State Squash Championship, Indore.

**International Representation**

- **Aquatics (Women):** Meghna Moses represented India in Asian Age Group Aquatic Championship (Tokyo, Japan) in Water Polo winning the **Gold**.
- **Sailing (Women):** Ayesha Lobo represented India in Doha International Matching wherein she placed 5th overall and 1st place in Women’s...
PERFORMANCE IN INDIVIDUAL CHAMPIONSHIPS
ACADEMIC YEAR 2010-2011

MUMBAI UNIVERSITY INTER COLLEGIATE REPRESENTATION

CHESS  Apeksha Porwal (Ranked 2nd)
CARROM  Chanda Khandelwal (Ranked 2nd)
ATHLETICS  Reetham Salian: 400 meters SILVER
BADMINTON  Rakhee Rajsimha (Quarter finalist)

INTER UNIVERSITY REPRESENTATION

FOOTBALL (WOMEN) : Durva Vahia, Mistry Natasha, D’costa Karen, Gokhale Nupur, Sharma Sonakshi, Prince Stacey
FOOTBALL (MEN) : Rodrigues Pablo, D’souza Austin
HOCKEY(WOMEN) : Melaine Rebello, Niloysia Lobo
ATHLETICS(MEN) : Reetham Salian 400 m

OPEN STATE REPRESENTATION

BASKETBALL (WOMEN) : Sanchita Pawar, Tanvi Thakur

INTERNATIONAL REPRESENTATION

LAWN TENNIS (WOMEN) : Taruka Shrivastav represented India for the Asian Games
SAILING (WOMEN) : Ayesha Lobo represented India at Bahrain and Thailand

PERFORMANCE IN INDIVIDUAL CHAMPIONSHIPS
ACADEMIC YEAR 2011-2012

MUMBAI UNIVERSITY INTER COLLEGIATE REPRESENTATION

CHESS(MEN) (WOMEN)  Sidhaarth Venkatesh (Ranked 1st)
ARTHUR RUPANI (Ranked 2nd)
ATHLETICS  Reetham Salian : 400 meters SILVER
TABLE TENNIS (WOMEN)  Gauri Joshi (BRONZE)
CARROM  Baria Rakesh (Quarter Finalist)

INTER UNIVERSITY REPRESENTATION

ATHLETICS (MEN) : 400 meters - Reetham Salian (Finished 5th)
FOOTBALL (WOMEN) : Tanya Thomas, Akanksha Sharma, Sonakshi Sharma and Nupur Gokhale
BASKETBALL (WOMEN) : Sanchita Pawar

INCENTIVES OFFERED

◆ All Students that represent college and are winners, runner up or have played the semifinal or Quarter final rounds in Tournaments organized by the University of Mumbai get 10 grace marks added to their Final Mark Sheet.

◆ The winners at various individual and team games get a Scholarship.

◆ All winners are felicitated at our College Day programme.

◆ The Annual Sports Report mentions the achievements and performance of all the winners that is published in the yearly magazine.
CULTURAL ACTIVITIES - STUDENT ACHIEVEMENTS

Overall Achievements/ Trophies: (2007-2008)
1 MOOD INDIGO, I.I.T. MUMBAI 2nd place
2 UMANG, N.M. COLLEGE 3rd place
3 O2, BHAVANS COLLEGE 3rd place
4 KALEIDOSCOPE, SOPHIA COLLEGE 3rd place
5 OLIA, ST. ANDREW’S COLLEGE 1st place
6 ANDREAMZ, ST. ANDREW’S COLLEGE 1st place
7 MALHAR, ST.XAVIERS, MUMBAI
2nd place overall
1st place performing arts

OVERALL ACHIEVEMENTS/ TROPHIES: (2008-2009)
1 Kaleidoscope, Sophia College: Overall Performing Arts & Literary Arts
2 Kshitij, Mithibai College: 2nd Place
3 O2, Bhavans College: 3rd Place
4 Intune, St. Andrew’s College: Runner Up
5 Olia, St. Andrew’s College: 1st Place
6 Mood Indigo, IIT Mumbai: 1st Runner Up
7 Malhar, St.Xaviers, Mumbai: 2nd Runner Up

Overall achievements/ trophies: 2009-10
University Youth Festival O9- Mumbai: 4 prizes
Umang- NM College: 4 prizes
Vibes- Somaiya College Vidyavihar: Overall second championship and LA trophy
Kshitij, Mithibai College: Overall fine arts trophy
Olia, St. Andrew’s College: 2nd place
Mood Indigo, IIT Mumbai: 2nd place
Malhar, St.Xaviers, Mumbai: Overall Performing arts trophy
Kiran- K.C College Festival: Overall championship trophy

Overall achievements/ trophies: 2010-11
The Xavier’s team won the following trophies at the various Intercollegiate festivals.
Malhar 2010: Overall Winner, Conclave and Fine Arts Trophy
Mood Indigo IIT 2010: Second Overall Winner
Kaleidoscope 2010 Second Place – Overall, Literary Arts and Fine Arts Trophies
Kshitij 2010 Mithibai College: Second Place Overall

Overall achievements in 2011-12
Malhar, St. Xaviers, Mumbai: Overall Trophy
Umang- NM college: 50 students won various events
Just ICE – Rizvi law college: 20 students won various events
O2 The FEST- Bhavans College: 8 students won various events
Visions –SIES SION: 12 students won various events

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Mumbai Univ Festival: 7 students won various events
K'Scope - Won the LA Trophy and placed overall 4th
Waves - Overall 4th
Mood Indigo - Overall 2nd
Kiran - Won the LA trophy and placed overall 2nd
Kshitij - Overall 4th.

5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?
The college collects feedback from the students orally as a continuous measure of self improvement. There are suggestion boxes accessible to the students/student council members. The teaching staff/VPs and the Principal may be approached by the students for any kind of feedback/discussion or clarification.

5.3.4 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?
Feedback from the alumni, industrial collaborators, recruiting agencies, etc is all at an informal level and usually verbal or by email. The students were asked to complete a questionnaire in 2012 to derive feedback on autonomy.

5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.
The college is a cultural beehive. With almost 20 publications produced by people – students/staff on campus every year, a large circle of students are involved in the publication. The college magazine has a staff and student committee that work in concert to get the magazine out. Fourteen departments have their own publications, which are almost the sole effort of their students. The publications are:

- The College Magazine
- The INDICA (The Heras Institute)
- The XPLORE (Research Journal of the Faculty)
- Arthniti (Department of Economics)
- Uncommon Sense (Department of Psychology)
- Ithaka (Department of English)
- Eidos (Department of Sociology)
- Piñata (Department of Mass Media)
- RCA (Department of AIC)
- Aitihasik (Department of History)
- Vox Populi (Department of Political Science)
- The Michronicle (Department of Microbiology)
5.3.6 *Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.*

The college has a Student Council. The members are class representatives from every class of the degree college including the self financing courses. Care is taken to see that there is a fair representation from the several combinations that we have. The process for identifying the members: applications are invited and selection is done on the basis of a panel interview. There are also additional members that are selected for their involvement or experience in other spheres. These include representation from sports, cultural and social service areas. There are also two lady representatives. Two council members are also members of the IQAC committee.

Once the selection is done there is a formal election of the General Secretary. The Council also appoints a treasurer for the activities that are organized by the Student Council.

The activities organized are majorly student centered. These include a newsletter Xaviers Press which is entirely managed by students and on an average six issues are released in an academic year. Other activities are organizing the cultural programmes for College Day, Feast Day, Independence Day and Republic Day. Cleanliness Drives are regularly managed by the Council. Canteen pricing is a concern where the student Council members have actively involved themselves in. There are also Career Talks and Seminars planned where students are made aware of career opportunities. An attempt is also made to collaborate with other associations and department activities.

5.3.7 *Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.*

**BOS:** Each subject has a Board of Study whose composition includes two student representatives. These students represent the views of their colleagues at the board. Their opinions are given a lot of importance by the board members as they are the primary stakeholders in education.

**IQAC:** The IQAC of the college has 2 student representatives who are expected to attend the biannual meetings and bring the concerns of the students to the board.

**WDC:** This is a statutory body of the University. It has 2 students from the student council to act as representatives. This is particularly...
true for any gender–related issues that might come up amongst the students.

Students’ Council: This is a statutory body of the University. The composition is fixed and made up of class representatives from every class of the degree college including the self financing courses. Care is taken to see that there is a fair representation from the several combinations that we have. Additional members are also selected for their involvement or experience in other spheres. These include representation from sports, cultural and social service areas. There are also two lady representatives. Two council members are also members of the IQAC committee.

Magazine committee: The committee has several student and staff working together to develop the college magazine

**CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the College.

**Vision:**

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

**Mission Strategy:**

To provoke critical thinking and creative innovation
To provide equal access and opportunities especially to disadvantaged groups like the minorities, women and those socially, economically and physically disadvantaged
To facilitate the spiritual and ethical growth of all the members of our community
To build a world of inter-religious dialogue and solidarity, where the needs of all are respected and fulfilled.
To address the practical concerns of our students for productive and socially relevant occupations
To foster a concern for the environment
To network with rural India
To become a heritage resource centre at the service of global society.

6.1.2 Does the mission statement define the College’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College’s traditions and value orientations, vision for the future, etc.?

The Vision and Mission statement of the College has been drawn up in consultation with faculty and alumni, recognizing the ethos and long tradition of the College and seeking to meet the needs of society.
today. St. Xavier’s College looks upon itself as an academic community where scholars, both students and faculty, have the freedom and responsibility to communicate, evaluate and enlarge humanity’s store of knowledge. The College therefore stands for academic excellence and endeavours to create an environment which generates a love for learning, habits of critical thought and of accurate expression. It strives after character formation based on the love of God and the service of the human, with a view to training citizens who are remarkable for all round development, for a sincere commitment to God and country and who lead lives that are socially meaningful. The reputation of the College has been established through its activities and confirmed by the distinction achieved by hundreds of alumni, who have excelled in various fields and have received honours from the country and abroad. The College has about 50 alumni who are Padma awardees. This reputation is something that draws students to St. Xavier’s from different parts of the country and they seek to draw from the excellence of its tradition and present efforts.

6.1.3 How is the leadership involved in
* ensuring the organization’s management system development, implementation and continuous improvement
* interaction with stakeholders
* reinforcing culture of excellence
* identifying needs and championing organizational development (OD)

The leadership of the College consists of its Jesuit management – members of the Society of Jesus, an international Christian religious organisation that runs educational institutions all over the world. The Jesuit members of the Governing Body of the College, in consonance with the evolving policy of the international organisation, sets broad policy for the College and guides its development. The members of this group are in touch with other members of the organisation worldwide and contribute to the general developing vision of the organisation.

The leadership at the executive level consists of the Principal, the Vice Principals and other officials. These are guided by various statutory Boards and Committees, as per the statutes of the University of Mumbai.

The Principal and Vice Principals have participated in various national and international consultations on education and thus are in a position to contribute to education in general and to safeguard the development of quality in the College. The Principal has been a part of the Executive Committee of the Xavier Board of Catholic Colleges in India, a member of the Senate of the University of Mumbai for 5 years, a member of the Appeals Committee of NAAC for 2 years, a member of the Sub-group for Higher Education of the National Knowledge Commission, a member of the Steering Committee of the
Planning Commission for allocation of resources to Higher and Technical Education in the XII Plan and other such committees. The Principal has also been invited by the Governments of the US, the UK and Australia, to travel to these countries as part of delegations of Principals, to visit Universities in their countries. This has ensured exposure to the best practices in the national and international context and also has given opportunity to contribute to a better global understanding of international higher education.

The Vice Principals and other senior Faculty are also involved in similar consultations across the country and are resource persons for other institutions of higher education. All this gives the College exposure which helps in the reinforcing of the culture of excellence and in identifying evolving needs and addressing them through organisational interventions.

6.1.4 Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.
Senior leadership positions have not been vacant in the College but are filled taking care of a smooth transition. The present Principal has been in office for the last 10 years. The Vice Principals have changed after a term of 6 years each. Heads of Departments are changed when the incumbent retires or resigns and a process of handing over helps the transition.

6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?
The College has consistently filled all positions in various statutory bodies, as these are very active in guiding the College and very interactive meetings are regularly held, with proper keeping of Minutes and follow up action.

6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.
The Bombay St. Xavier’s College Society, which runs St. Xavier’s College, exercises its control over policy-making for the College, through a Governing Body, with the Principal as one of its ex-officio members and trustee.
The Principal functions through an Academic Council of all the Vice Principals and other important officials, which meets weekly. This expands into the IQAC, which does the planning, and evaluation for the College and meets at least 4 times a year. Various committees of Staff and students take responsibility for the different activities of the College. At the Department level, Heads of the Departments are encouraged to hold meetings periodically and bring points for discussion to the Heads meeting with the Principal which is held every month.
The College has set up ‘The Xavier’s Advisory Council’ seeking to involve eminent and active alumni in the affairs of their alma mater. Both ‘The Xavier’s Advisory Council’ and its offshoot, ‘The Xavier’s Financial Advisory Council’ advise the Management of the college on various issues and also take initiatives on behalf of the College. It was with their support at the University and Government level that the College ventured to apply for Autonomy. Earlier to its Autonomy, the College had a Local Managing Committee, a statutory body which prepared the budget and financial statements and made recommendations to the Management on College matters.

After the college has accepted Autonomy, the college has set up the Board of Management, the Academic Council, Boards of Studies for the various Departments, an Examination Committee, a Finance Board and a Purchase Committee under the Chairmanship of the Principal, as per the statutes for Autonomous Colleges of the University of Mumbai.

The University of Mumbai Statute S.612 stipulates that a College maintained by a private Management/Trust shall constitute a Board of Management which will consist of 3 members nominated by the College Management from Education, Industry and Business, one of whom will be the Chairperson, 2 experts nominated by the Vice-Chancellor, 2 teachers elected by the academic staff of the College, a member nominated by the State Government, a member of the UGC, alumni of the College nominated by the Management and the Principal as Member Secretary.

- **Academic Board:**
  Statute S.624 of the University prescribes an Academic Board which shall consist of the Principal as Chairman, all Heads of Departments of the College, 3 teachers according to Seniority nominated by the Principal, 3 professional experts co-opted by the academic board and one member nominated by the Director of Higher Education.
  The Academic Board shall scrutinize and approve the proposals made by Subject Boards with regard to courses of study, syllabi and evaluation methods. It may also make rules regarding admission of students, subject to Government rules. It must initiate measures to improve the quality of teaching and of other activities on the campus.

- **Boards of Studies: Structure & functions:**
  Statute S.626 of the University of Mumbai stipulates a Subject Board for every department which will consist of the Head of the Department, Head of the University Department or his/her nominee, 2 Senior teachers by rotation and 3 subject experts nominated by the Principal, 2 professional experts from the Industry and 2 students nominated by the Principal.
  The Subject Board shall prepare the syllabi for various courses, suggest methodology for innovative teaching and evaluation, suggest
panels of examiners, coordinate research and advise the Academic Board on matters referred to it.

- **Other committees:**
  Statute S.628 prescribes an Examination Committee under the Principal.
  Statute S.631 stipulates a Finance Board under the Chairmanship of the Principal.
  Statute S.632 prescribes a Purchase Committee under the Chairmanship of the Principal.
  Statute S.634 allows the College to constitute an Evaluation Committee to evaluate the academic developments in the College and to improve its standards. This Committee shall do a self evaluation of the College each year.
  The Meeting of the entire Faculty, held at least five times a year, gives a chance to faculty members to voice their ideas and to give feedback on the functioning of the College.

6.1.7 *Give details of the academic and administrative leadership provided by the University to the College?*

The University exercises its supervision over the College through two representatives on the Management Board and a representative each on the Boards of Study of each department, the Finance Committee and the Examination Committee.

The Vice Chancellor and Pro-Vice Chancellor have taken a personal interest in guiding the College to setting up the Autonomous system and this has been useful since St. Xavier’s is the only Arts, Science and Commerce College under the University of Mumbai that has been granted Autonomy till the present academic year. Hence a close contact with the top management of the University has helped in the process.

6.1.8 *How does the College groom the leadership at various levels?*

The College has excellent faculty who are competent and committed to good higher education and hence it has good human resource for leadership. The Vice Principal, who rotate in 6 year terms, get administrative experience, along with the Heads of Departments who are appointed by seniority. Other senior teachers also exercise leadership in academic and pedagogical issues, through the initiative they take, supported by the Management. The constant backing of the management and the trust shown has often been acknowledged by faculty.

Faculty members have also been sent for training sessions conducted by external groups in various contexts, both nationally and internationally. The large number of faculty sponsored by the College on international visits to academic institutions abroad, bears
testimony to the desire, both to acknowledge contribution and to groom leadership.

6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.

The strategy for knowledge management rests in the efforts to encourage research and publication by faculty. The Research Journal of the College is one such example. Documentation of faculty achievements helps in keeping track of the resources and specializations available.

6.1.10 How are the following values reflected in various functions of the College?

* Contributing to national development
* Fostering global competencies among students
* Inculcating a value system among students
* Promoting use of technology
* Quest for excellence

The basic contribution that St. Xavier’s attempts to make to national development is through its excellence in teaching-learning, which gives competencies to students in critical thinking and creativity in the fields of their specialization. An all-round development, with an emphasis on soft skills and cultural accomplishments, also ensures that our students will be able to make a significant contribution to Indian society.

A sense of commitment to the country and society is sought to be elicited through social conscientisation activities (the mandatory SIP requirement, the SSL etc) and value clarification sessions (Giving Voice to Values and the Ignatian Pedagogical Paradigm). An atmosphere of fairness and justice maintained on campus helps in inculcating a good value system.

The College has begun a major initiative to encourage International Programmes, through the Council for International Programmes for students, in which, short term exposure programmes have been arranged over the last 5 years with Harvard, Berkeley, Yale, and NYU in the US, Oxford, Liverpool Hope and Bath Universities in the UK and for study abroad semester programmes with Universities in France, Canada and Spain. These contacts are also encouraged for faculty and they result in a good understanding of global competencies and efforts to achieve these.

The use of technology today is a fantastic resource and the College is moving towards “Blended Learning”, with face to face interaction in class and also online resources and interaction between faculty and students and among students themselves, as peer learning is very crucial. The basic infrastructure is in place and will continue to be upgraded. The effort on now is to get faculty and students to make the optimum use of the technology available.
The quest for excellence is already present in the College tradition and this is constantly being striven for through giving motivation and the infrastructure needed.

6.1.11 Give details of the UGC autonomous review committee’s recommendations and its compliance.

The UGC Autonomous Review Committee has not yet reviewed the college as we adopted Autonomy 3 years ago and will have our first batch of graduates passing out of the College in June 2013. The UGC committee is expected in 2015.

6.2 Strategy Development and Deployment

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

* Teaching and learning
* Research and development
* Community engagement
* Human resource planning and development
* Industry interaction
* Internationalisation

The College has been amending its Perspective Plan drawn up 5 years ago, in which the Autonomy project was giving prominence, since it meant extensive preparations for taking over the construction of the academic system, including designing of courses, adopting the semester system and Continuous Internal Assessment, and initiatives to institutionalise quality mechanisms. In particular, constructing a system of education that encourages critical thinking and creativity, as opposed to rote learning, was given importance. Along with this was the attempt to build good educational infrastructure, including technology enabled classrooms and good laboratories and scientific equipment.

Now that we have focused on this for the first three years, the Perspective Plan is being amended to incorporate Research encouragement and the starting of New Courses in Emerging Areas. The College has applied for the Masters in Public Policy from 2013 and will apply for the Masters in Public Health from 2014. The ultimate aim is to reach a stage where the Government will offer the College University status.

6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

The broad policy of the College is set by the Governing Body of the College. However executive decision-making on academic matters is left to the Principal in consultation with the Academic Council, the IQAC, the Statutory Bodies under Autonomy and the Heads of Departments.
The Academic Council meets every week and addresses every issue that crops up. The IQAC helps to plan for the Semester ahead and to evaluate the Semester. The meeting of the Heads of Departments, convened every month, enables the taking of academic decisions as they are needed. And the meetings of all the Faculty with the Principal, about 4 times a year, helps to keep all informed and to get grass-roots participation.

In addition, the College has an active Students’ Council that gives feedback and takes its own initiatives, some of which are academic and inter-disciplinary.

The wealth of quality activities on campus, both academic and extra-curricular, gives evidence of the effectiveness of this process.

6.2.3 Specify how many planned proposals were initiated/implemented, during the last four years. Give details.

The IQAC reports for the last 5 years, give a list of planned proposals initiated and implemented during the last 5 years. These consist of academic proposals, like applying for Autonomy, infrastructure proposals like opting for green energy and waste management, co-curricular activities like the Conclave in conjunction with Malhar and other such initiatives.

6.2.4 Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

The College has declared a set of quality mechanisms, which has evolved over the years and which has been stated openly in the College handbook and on the website. This is constantly being upgraded, depending on the feedback received in execution and the monitoring of these mechanisms.

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The College has a special Grievance Redressal Cell for grievances on gender issues. It has a formal mechanism for an enquiry and recommendation to the Principal for action.

On academic and other matters, the Principal with the Academic Council and IQAC, review whatever grievances are brought to the attention of the Principal or Vice Principals or Management.

Several issues are also sorted out in meetings of the Heads of Departments with the Principal. Heads of Departments deal with local grievances within their department, unless found serious enough to refer to the Management.
6.2.6 *Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?*

The TAQ, the yearly Review of Autonomy by the students and the responses of the Students’ Council are the institutional mechanisms for feedback.

The College acts on this feedback, both at the personal level of the teacher, moderated by the Vice Principal or Principal, as well as on the collective level of the College.

6.2.7 *In what way the affiliating University helped the College to identify the developmental needs of the College?*

The University of Mumbai, through its statutes, its representatives on statutory boards and through interaction with the Vice Chancellor and other officials, guide the College on its development, ensuring that the College keeps in tune with the affiliating University.

UGC grants and schemes are effected through the instrumentality of the BCUD of the University, which feeds us with information on these matters.

6.2.8 *Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.*

The University has an active BCUD, which informs the college of Government and UGC schemes and grants, and helps the College to apply for these.

6.2.9 *How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized.*

The non-teaching staff of the College has their own Union, which is in constant dialogue with the Principal and Faculty. In addition, the College has a tradition of dealing with the staff in a collaborative manner, recognizing the crucial role that they play in the quality management of the College.

The teaching faculty also has a Union, which is in dialogue with the Management of the College. However the various meetings of the Faculty with the Principal are used to address concerns and suggestions of Faculty.

Parents are in touch with the College online and through personal visits. It is mandatory for Parents to attend the Orientation sessions at the beginning of the year and the Parent-Teacher Meetings in mid academic year. These serve as mechanisms to get feedback from parents and also to clarify issues of academics and other matters. These meetings and dialogue have always been found to be constructive and healthy.
6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

Autonomy to academic departments stems from the independent Boards of Study. However the decisions in these Boards have to be ratified by the Academic and Management Boards of the College and hence both accountability and ensuring a basic common standard and policy are taken care of. Meetings of Heads of Departments also ensure coordination and lack of arbitrariness.

6.2.11 Does the College conduct performance auditing of its various departments?

The structure for conducting a performance audit is built into our decision making structure and through the semester-wise audit of the results of every Course by the Head of Department, the Vice Principal and Principal.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts are made by the College to enhance the professional development of teaching and non teaching staff?

This is addressed through twice-yearly Seminars or Workshops for the Faculty, with external resources, often at the College Human Resource Centre in Khandala, outside the city. Faculty members also participate in Seminars and Conferences in other institutions. The international exposure that about half of the Faculty have had, also seeks to enhance professional competence and motivation.

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

6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

The Performance Appraisal Reports, including the TAQs, provide good feedback to faculty and help them in understanding the changing needs of students. What was successful some years ago may not be suitable in the present day. Hence these reports help to give feedback. They also help the administration to take remedial measures – for instance, language skills were found wanting in some faculty and these were directed to the Language Laboratory and to soft skills training.

Academic upgradation has also been found necessary in some cases and these too were initiated and encouraged.

Engaging in research is one area that was found necessary for attention among some faculty members and so Workshops on Research have been conducted, some faculty-wise, in order to give competency to attempt research.
6.3.3 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The College has a system of payment of advance salaries to Teaching and Non-teaching staff, organised by the Management, since Government salaries come very late, sometime even two months late during the end of the financial year. This has been greatly appreciated as our faculty depends on their salaries.

Teaching Staff have been sponsored on academic exposure trips to foreign universities, as an acknowledgement of a significant contribution to College life and as a means of broadening one’s vision. About half our faculty has by now availed of these trips.

Non-Teaching Staff have subsidized Medical Insurance at the initiative of the College which pays half the annual premiums. They are also given grants for the education of school going children and subsidies for education in our college. The College makes arrangements with banks to offer loans to non-teaching staff, with a guarantee given by the College of repayment. Almost all of them have taken such loans. The College also gives emergency loans to tide over a particular crisis of illness or serious eventuality. There are about 25 staff members at the moment availing of this facility.

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

The reputation of the College has been attracting faculty to the College and the good work atmosphere of empowerment helps to retain them in the College. The financial situation of the College, which is not allowed to raise finance through increased fees, does not allow higher remuneration to be offered.

6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

The College has taken note that a majority of our Faculty are women, who contribute significantly to the quality of the education on campus. We currently have two Vice Principals who are women and several Heads of Departments. The relationship between male and female faculty on campus is very cordial and the relative strengths of each help in building a vibrant campus.

6.3.6 Does the College conduct any gender sensitization programs for its staff?

The College has held gender sensitisation sessions for both Teaching and Non-Teaching staff on campus, given the present situation of gender discrimination in society and the sensitivity of such relationships. The Women’s Development Cell, which consists of students, teachers and non-teaching staff, takes an active interest in
organising programmes on campus for all, sometimes in collaboration with external groups like the CII and Akshara.

6.3.7 **What is the impact of the University’s UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?**

Our Faculty has had good experiences at the University’s Academic Staff College Programmes, and almost all our faculty have received A-grades for participation. Some of these have taught faculty new competencies, including introducing them to new fields of research and teaching, which they have followed up in the College. Several faculty members are also regular resources persons at these ASC programmes in Mumbai and elsewhere.

6.4 **Financial Management and Resource Mobilization**

6.4.1 **What is the institutional mechanism to monitor effective and efficient use of financial resources?**

The Governing Body of the College monitors the use of resources and gives sanction for projects of more than Rs 10 lakhs. It also reviews the budget and the accounts and holds the College officials accountable.

The Treasurer of the College, along with the Accountant and other staff, keep records of spending and resource mobilisation, and also help with investment of resources for maximization of funds.

The Statutory bodies of the College, the Finance Committee and the Management Board, review the use of resources including the budgets and accounts. They make recommendation for better handling of resources and of resource mobilisation.

The College also has a group of eminent alumni who form the Advisory Board and help in resource mobilisation from other alumni and from industry.

6.4.2 **Does the College have a mechanism for internal and external audit? Give details.**

The funds of the College are Government audited, including those of the Trust Society that runs the College, and these are submitted to the Government of Maharashtra and to the Charity Commissioner as appropriate.

An internal audit is done by the Society of Jesus through a competent person from the organisation.

6.4.3 **Provide audited income and expenditure statement of academic and administrative activities of the previous four years.**

Details as per Annexure III A, B, C & D
6.4.4  Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

Our accounts have been audited regularly and there have been no major objections recorded. All the suggestions provided are complied with.

6.4.5  Narrate the efforts taken by the College for resource mobilization.

The College has been active in seeking funds from the UGC, the Central and State Governments, for private funding agencies, from industry and from alumni and well wishers.

6.4.6  Is there any provision for the College to maintain the ‘corpus fund’? If yes, give details.

Yes the College is building up an Endowment Corpus Fund, through donations from alumni and well-wishers. We see this as an important measure, given that the best academic institutions abroad have large corpus funds to draw from. Alumni response has been slow but forthcoming, with one alumna contributing Rs 1 Crore, another Rs 50 Lakhs and several have contributed substantial sums.

6.5  Internal Quality Assurance System

6.5.1  Does the College conduct an academic audit of its departments? If yes, give details.

The College conducts an academic audit of each department, after every semester, through the study of the performance bar graphs of students and through meetings between the Department and the Principal and concerned Vice Principal.

6.5.2  Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?

The Seminars and Workshops conducted for the Faculty, the building up of infrastructure and facilities like the Language Lab or the Knowledge Centre, the encouragement for research and the incentives for this - all have emerged from the academic audits of our departments and at the meetings of the Heads of Departments and IQAC.

6.5.3  Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The Academic Council consisting of the Principal, the Vice Principals, the Treasurer and a representative of the Management, which meets weekly, is the central body which continuously reviews the teaching-learning process.
The result has been timely intervention to meet the needs and crises that may crop up in the day to day running of the College. Adaptations can be made easily and quickly to meet any eventuality.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?
The IQAC is the chief planning body of the College, which meets to plan for the next semester and to evaluate each semester at the end. It has contributed significantly to the quality, as the experience and innovative ideas from the members, all of who are senior members of the Staff, have helped to institutionalize quality.

6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.
The IQAC does not have external members, because the timings of the meetings held during the daytime, do not allow the external members to attend on a regular basis. Hence, the Advisory Council of eminent alumni and others, at which several members of the IQAC are present, serves to get external inputs and interventions. As has been reported already elsewhere, one of the main impetus to apply for Autonomy was this Advisory Council. They have also brought contact with industry and with organisations like T.I.E. for entrepreneurship. They have been active in resource mobilisation especially from alumni.

6.5.6 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?
The IQAC has reviewed the ongoing study of students from disadvantaged backgrounds, including the remedial and empowerment measures being taken on their behalf. The Pathways project is one such project, with funding from the Ford Foundation, which has been found effective in empowerment.

6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?
The regular mechanisms under Autonomy and for Awards like the Best College and Star College awards, have been found to be adequate in reviewing the administration, academics and other concerns of Campus life. A duplication of such efforts would expend unnecessary energy and expense and may be contra-productive. The College does a review every year, the University will do a review after 3 years and the UGC after 6 years. These are sufficient to keep the College community of persons on their toes.

Any additional information regarding Governance, Leadership and Management, which the institution would like to include.
Criteria VII: Innovation and Best Practices

7.1 Environment Consciousness

7.1.1 Does the College conduct a Green Audit of its campus?
The College conducted a Green Audit of the campus through Eurica Forbes, which did it as part of their Corporate Social Responsibility initiative. The report was positive, reflecting the green initiatives that the College has taken on campus and suggesting other strategies like the biological treatment of waste water.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?
* **Energy conservation**
  Educating the students and reinforcing the need to save energy
  Adoption of electronic chokes and CFL Bulbs on campus
  Minimal installation and usage of air conditioning units on campus
  Limited access to elevators
* **Use of renewable energy**
  Installation of Solar Panels for the hot water needs of sixty hostelites and the canteen kitchen and a solar powered cyber lab. The construction of a 40 KW solar power plant on the roof of the Library building to feed into the grid which supplies power to the building
* **Water harvesting**
  A Bore well which provides non potable water for use in the toilets and gardens
  Rain water harvesting is being used as one measure of conservation – to increase the quality and volume of water in the bore well.
* **Efforts for Carbon neutrality**
  Due to the use of solar energy for the cyber lab, the hostel and library building we have decreased our carbon footprint.
* **Hazardous waste management**
  The college follows the govt. norms in the disposal of any hazardous waste. Should the waste be microbial, the bio-safety committee of the college dictates the procedure to be followed and the said procedure is strictly adhered to.
* **e-waste management**
  Organized collection and disposal of e-waste from departments and students of the college
  **any other**
  Vermiculture for raw vegetable matter
  Segregation of waste in the canteen.
7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

- Introduction of additional compulsory credits (60 hours each) for extracurricular activities including sports and the social involvement programme and credits for a special course on ‘Giving Voice To Values’, helps address the additional domains of educational activity required for the complete development of a student. i.e. the Affective: that deals with growth in feelings or emotional areas (Attitude) and the Psychomotor that deals with manual or physical skills (Skills). This has had a positive impact on student growth and provided great impetus to their confidence and self belief.
- The incorporation of research projects into the curriculum of several subjects has helped to introduce students to the flavor of research and is another step towards introducing a research culture on campus.
- Upgradation of the Examination centre and the appointment of a Controller of Examinations have helped streamline the entire examination system.
- Moderation of FY and SY papers and the double blind assessment of the third year papers have ensured transparency and accountability in evaluation.
- Financial assistance for payment of a teaching/administrative assistant in each department has helped decrease the pressure of correction of the CIA papers.
- Acquisition of the OMR has helped speed up correction of MCQs and also in collating data of the TAQs in a much shorter time. Introduction of Moodle as an assessment tool has introduced an e-option to evaluation.
- A move towards an eco friendly campus was initiated by the use of solar energy in some sectors.

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the College.

Format for Presentation of Best Practices

1A Title of the Practice


2A The objectives
What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The objective of this practice is to create a system which promotes holistic growth and independent thinking, and from which unambiguous feedback can be obtained about the teaching-learning-evaluation practices being employed and the academic growth of the student. To ensure this, we examined the three major learning domains Cognitive, Affective and Psychomotor as defined by Bloom in 1956 and Anderson, Krathwohl et al in 2001 and under the aegis of Autonomy, introduced it in the undergraduate programme. Bloom’s taxonomy explores the cognitive domain and hence the academic progress of the individual may be tracked. It acts as an excellent tool to determine the level of learning that the students have achieved during the reference period.

3A The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Over time, faculty members who have taught the same course for very many years, get complacent. Gradually the “newness” of the experience is lost and there is a danger of unconsciously sliding into mediocrity. This could have a serious backlash on the quality of education imparted. The Bloom’s taxonomy, with its six levels of inquiry, helps provide a reality check where the faculty may actually be able to determine the academic level to which a student has progressed. It would be possible to match the learning outcome of the student to the learning objectives planned by the instructor, thus creating a more accurate feedback for the teacher of the course. Also, the use of evaluation grids for assignments and presentations provide assessment cues to the student at multiple levels. Some of the challenges one might envisage in implementing these practices include:

- the reluctance, of some faculty, to accept new pedagogical approaches
- the variation in achievable goals at each successive level of education (FY/SY/TY/PG) and between the faculties
- the monitoring of the question papers to ensure that the objectives specified are being tested
- the creation of an evaluation grid to make evaluations such as presentations / assignments more objective and meaningful

4A The Practice
Describe the practice and its uniqueness in the context of higher education in India. What were the constraints / limitations, if any, faced (in about 400 words)?

The Bloom’s taxonomy and its subsequent modification is a practice that we chose to implement in St. Xavier’s college about 3 years ago with the advent of autonomy. The principle of this pedagogical practice is that learning occurs at multiple levels and the students ideally progress from one level or one degree of difficulty to the next with their academic growth. The levels are a reflection of the learning objectives and outcomes expected by the instructor of a course. They include: Knowledge (Remembering), Comprehension (Understanding), Application, Analyses, Evaluation (Judging), Synthesis (Creation). The simpler levels need to be mastered before the student can progress to the more difficult ones. To implement this pedagogical routine, faculty were asked to specify the learning objectives and outcomes of a course when the syllabi were laid down. The question papers for the course had to reflect the difficulty level specified by the syllabus with appropriate weightage given to each level of learning. This method is applied world over but has yet to take root in most institutes (Basic degree) of higher education in India. It makes the faculty accountable not just for the courses they set, but also the teaching–learning process. This can be assessed by comparing the student performance profile (learning outcome), with the learning objectives laid down for the course.

To evaluate learning in areas such as critical and creative thinking and independent learning, non-traditional strategies such as assignments and presentation skills, are required. Instructors tend to rely on techniques such as observation, conferencing and process assessment in order to gather information about student performance or progress. This evaluation, especially of presentations and often even of assignments then tends to be more subjective. As evaluation is a feedback tool for improvement, the student has to have a more objective break-up of the factors being considered in the evaluation. This would help him/her prepare better for the next such assessment routine. The evaluation grids for assignments and oral presentations were introduced to ensure just that.

Some of the challenges we faced involved getting the faculty to accept and adopt this policy as a matter of course. Workshops needed to be conducted to train the faculty to recognize the different levels of learning and thereafter to set questions to fit the appropriate level.

Generalized Grids had to be designed favoring different kinds of presentations – group/individual and reflecting the issues
that were thought to be important in all courses, across all faculties.
Sharing the results of the evaluation with the students in a meaningful way meant showing the students their papers and not just displaying their marks. This was done by permitting 10 students at a time to review their paper/assignment or presentation, with the assessment grid attached. They could ask for clarifications if any.

5A Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

We are in the process of reviewing some of the practices adopted for evaluation. The assessment grids for assignments and presentations turned out to be very useful. The system worked. Students started to prepare for the presentation on multiple fronts. Oral feedback from the students and a questionnaire filled out by them in a preliminary survey tells us that their confidence has grown with each successive presentation as they have learnt to work on the areas that they scored poorly in, in a previous assessment.

6A Problems Encountered and Resources Required to implement the practice

The process is time consuming, requires constant monitoring and has to be extended to all new recruits. So every year the newly appointed faculty would need to have a session exposing them to Bloom’s taxonomy, the use of the assessment grids, the setting of questions and several other such skills.

7A Notes

Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

The college is already engaged in sharing some of these best practices with other colleges and their staff. The vice principal for academics has been conducting sessions on evaluation at the orientation programme for college teachers conducted by the University of Mumbai. The faculty members have been invited by colleges in other Universities, such as Fr. Agnel College, Goa, to share some of the best practices of the college.

**Best Practice B:**

1B Ensuring Inclusive Education for a) the differently abled and
b) the socially disadvantaged.

2B Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

- It is to build an inclusive system at the micro level which will impact the broader community.
- The further aim is to promote social justice within the college by setting in to motion such services, amenities, systems and support mechanisms that would provide a level playing field for persons with disability.
- The practice further endeavors to have a robust extension and outreach dimension through which the wider community and other persons with disability are touched so that the benefits are experienced by a wider circle.

The rationale for this approach is to make sure that the legal / human rights obligations committed by the state and our society are actually given vibrancy and are not merely given lip service.

3B The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice?

- Persons with disability as per the 2001 census, account for nearly 3% of India’s population (some surveys indicate the number to be much larger). This population is generally not only disadvantaged on account of disability but is also often times drawn from the weaker socio economic strata of the society.
- This segment therefore, not only requires its accessibility needs to be met (special technologies etc which are often times very expensive) but they also experience other difficulties, for example, the medium of instruction, given the fact that a large proportion of them are drawn from regional language medium schools.
- In spite of having completed the schooling in special schools, a large number of these students lack computer literacy and basic awareness of access technologies.
- The awareness with regards career possibilities and consequent aspirations are circumscribed by limited awareness that such persons have been exposed to. Often times families of these students also need effective guidance, encouragement and support.
- A number of these students also face financial hardships.

4B The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced

a) The XRCVC is a nodal access technology resource centre working at the micro and macro levels to ensure the holistic development of
persons with disability in general and the visually challenged in particular. Its Project “X-Sight” has been designed keeping in mind the special needs and challenges of building inclusive education with special needs with a prime focus on blind and low vision persons.

Towards this end, the XRCVC offers:
1. Direct Support and Training Initiatives
2. Advocacy Initiatives
3. Awareness Initiatives

Towards these three main areas of work, the XRCVC balances its micro and macro level initiatives to work towards creating an enabling environment to facilitate the development of an inclusive society.

XRCVC provides a range of support services to students of St. Xavier’s College as well as to visually impaired persons across the city and country who register as XRCVC members. The services are provided at no cost basis. These include the following:

- **Assistive Technology Support and Testing (AT):** XRCVC is a one of its kind assistive technology resource centre. Persons with visual impairment, families, caregivers, employers, government bodies and any other stakeholders can get a firsthand experience of which products to use, understand technology, or have accessibility testing of products.

  The XRCVC has launched a Certificate program in Access Technologies for the Visually Challenged at the Intermediate and Advance levels.

- **Volunteer Support:** XRCVC provides volunteers to its members for a varied of tasks – scanning, editing, reading, teaching etc as the need may be.

- **Personal and Career Guidance:** XRCVC provides personal and family guidance services for helping individuals and families get the right attitude and support to work with visual impairment. In addition the XRCVC also provides career guidance.

- **Accessible Content Creation** (Braille, Audio, Scanning & Editing) & E-Library: In the effort to create accessible material for the print disabled, the XRCVC has been actively involved in DAISY content creation as also meeting individual content needs from time to time.

- **Recreation & Sports:** To promote holistic development as a key to inclusive societies, the boundary of support needs to be stretched from being merely educational to involving students in recreational and sporting events.

- **Scholarships and AT Loan Schemes:** In order to ensure that finances do not become a hindrance for visually impaired students, the XRCVC runs scholarship programs as also Assistive Technology Loan schemes.

b) The college helps the socially/economically disadvantaged students:
by setting up the Student Beneficiary Fund, through which it offers students financial support in paying their college fees, accessing certain prescribed books (Book Bank Scheme), their noon meals in the College Canteen, mandatory field trips and in some cases paying for their Hostel Accommodation in the College campus – this year two visually challenged students (SYBA and FYBA) are enjoying this facility; last year two tribal boys and a blind student received this support.

- through the SIP, by which it is ensured that the challenged students receive all the necessary academic support that they need in the form of making readers available for the blind students and writers for the LD students.

- The Commerce section (evenings) epitomizes our concern for the socially disadvantaged – as this section’s studentship is mainly from this demographic background. English enhancing classes are conducted (in the language lab) for these students prior to the start of their routine lecture schedule. The scholarships that the government offers for the SCs/STs and other vulnerable groups are brought to the notice of the students and all possible assistance is offered to them to avail of these scholarships.

- Through the Ford Foundation, whose objective is to enhance the quality of access to higher education of students from socially and economically disadvantaged backgrounds. As part of the three year programme, campus initiatives to enhance student awareness about issues of social justice and diversity were undertaken - national seminar on socio economic processes and the marginalized, national seminar on problems faced by disadvantaged students in higher education institutions, essay competition on positive discrimination in higher education.

5B Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

- a) Over the years the XRCVC has seen an increment in the number of members that have registered in order to avail of the services. In the year 2003–04 (the year of its establishment), the number was 4 which has now reached over 200 members across the city and country. This increase in numbers shows that the XRCVC is now able to reach many more people other than just the students of the St. Xavier’s College, Mumbai.

- The earliest members of the XRCVC who have completed their formal education have gone on to pursue higher education in various fields – masters in English Literature, Social Work, Political Science,
Management courses etc. While some of them are now well placed in different organizations – multinational companies or in the social sector, others are currently also pursuing even higher levels of education including the PhD.

- Students who were not comfortable with English as a language of instruction have far excelled those who could when they joined the college and have shown marked improvements in the subject.
- The XRCVC has also played an important role in helping open new avenues for students with vision impairment by opening up the study of Science at the HSC and CBSE level which was not the case earlier. This has helped students gain knowledge and go on to pursue further education in Science related such as Physiotherapy.
- The XRCVC also by its advocacy campaigns has played a huge role in changing the Copyright law in India which benefits people with print disabilities. Its work has addressed the problem of the book drought both directly and indirectly. It has created large number of accessible books, many of which relate to the subjects taught in the college and other educational institution.
- It has also worked at building accessible ATM systems to help empower people with disabilities to gain financial access.
- A significant progress has been made on making the college premises wheelchair friendly.

b) One of the female students (2010 Batch) from the Commerce faculty had secured a seat in IIM Ahmedabad. Many of these students have become Chartered Accounts. From this year, the Placement Cell of the College has included the commerce students too as aspiring applicants.

The Commerce wing has its own National Level cultural competitions for Night Colleges across the country. The achievements of this endeavor of ours can be gauged by the fact that most (90%) of the students who have received such support (financial and personnel) have successfully completed their graduation and are now pursuing further studies and / or are fruitfully employed.

6B Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice.

- Although India has the appropriate legal framework by way of its constitution, the PwD Act 1995 and the fact that India has signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2008, the persons with disabilities are not able to enjoy their full human rights. Hence the XRCVC through its various projects works towards giving a voice to this marginalized section of society.
• The awareness of resources among the different stakeholders – be it people with disabilities or not is very low. This lacuna is apparent in various sectors and there is a need for people to know about technology that can be incorporated in their lives. Since 2006 the XRCVC has covered over nearly 14000 participants through 140 workshops / seminars / training programs – large and small in disseminating this information to a varied group of people.

• A large number of technologies for the visually challenged have to be imported at a high price. They often need to be tested for Indian conditions and worked on for the Indian accent.

• Apart from the high financial cost, trained and committed human resources are also necessary.

• The commerce section could do with more faculty. Increasing the teacher : student ratio will allow better interaction between the two and hence provide more attention to individual students, accelerating their growth. There is no provision by the government for the sanction of the extra posts required. With the required financial assistance these extra faculty could be employed directly by the college management.

7B Notes

Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions.

• A best practice needs to be up scaled and replicated. The XRCVC through its outreach and extension work by way of honorary consultancy, advocacy initiatives, awareness workshops has taken active steps to go beyond Mumbai to reach other institutions.

• The challenge in setting up resource centres lies at two levels – one, financial and two, human. With regards the first, funds and be made available through UGC schemes, CSR initiatives etc. the greater challenge lies in the human factor namely having trained personnel to ensure that the project runs efficiently. What is more, management support is fundamental for success. This support needs to see the inclusion initiative for the differently abled as an important part of its agenda so as to build quality through diversity. Persons with disability do not need to be seen through “a lens of pity” but as valued human resources whose potential can be tapped and which would add value to the process of nation building.

• The XRCVC has also helped other colleges with its expertise in setting up resource centres and is continuing its initiative.
Post-Accreditation Initiatives

St. Xavier’s College, Mumbai has been through 2 rounds of accreditation and has received high ratings on both occasions. The College has gained recognition in media ratings like that of India Today, in the UGC award of a College with a Potential for Excellence, in the Star College award of the DST and in the Best College award of the University of Mumbai. Its students have been doing exceedingly well in academics within the University and in the placements they are offered. And its alumni have gained national and international recognition. In the last 2 years alone, the country honoured 8 of our alumni with the Padma awards and more than 50 alumni have been similarly honoured in past years. Hence the quality of St. Xavier’s College is well established.

After the second accreditation cycle, the College has set itself the goal of providing an international quality of Higher Education, on par with the best institutions in the world, right here on Indian shores. We attract good students from all over the country and our faculty are competent and committed and this gives the College confidence in attaining this task.

The first target that was desirable, to achieve this, was to gain Academic and Administrative Autonomy from the University of Mumbai. The College Management and Faculty spent a lot of time and energy in preparing for Autonomy. Teams of senior faculty were sent to Autonomous Colleges in Chennai and Bangalore. They studied the systems and reported back. Workshops were held with the entire faculty of the College, to evolve our own systems under Autonomy, including the type of Credit System and the methods of Evaluation, including the new idea of structured Continuous Internal Assessment. Training sessions in the skills required for these tasks and for curriculum design were held for the faculty.

Simultaneously, the Principal had to dialogue with the Vice Chancellor of the University, the Chancellor, the Government and the UGC, in order to secure the permission for Autonomy. This took a lot of time and effort. And in June 2010 the College was notified by the University of Mumbai as the first Autonomous College of its kind in the University - with the Arts, Science and Commerce Faculties. Then followed a time of construction and stabilisation of the Systems of Autonomy and of new Syllabi for each course. Statutory Bodies were formed under the statutes of the University of Mumbai and these played a supervisory role. Our ongoing experience in the first 3 years helped the College to fine-tune its systems, adjusting them to the felt needs as they emerged. The aim of giving quality higher education, which would be both relevant to local and global needs, and which would result in a holistic formation of the person, was pursued diligently. The experience has been exciting, as for the first time, the faculty have been able to own the Courses they teach and evaluate, since they have themselves constructed them. An evaluation by faculty and students at the end of the first and second years, gave much encouragement and some feedback to make the system more
effective. This process of continuous upgrading of our courses and processes is an incremental and reflective one. The College expects to move forward in the pursuit of excellence.

The second and simultaneous task before the College was to improve on and add to the educational infrastructure of the campus. Every classroom needed to be made audio-visual enabled. Every laboratory had to be renovated and upgraded, including Botany, Geology, Life Sciences, Microbiology, Zoology, Physics, Chemistry and Psychology – all of which had large space allotments but poor infrastructure and equipment. New Laboratories were needed, including a Central Instrumentation Centre for the Biological Sciences and new laboratories for the Post Graduate Biotechnology, Botany and Microbiology departments. The Management of the College was able to provide space for 3 new large Laboratories from previously residential areas. The digital infrastructure, including the campus LAN and the internet connectivity, needed to be set in place, with a fibre optic cable backbone and a Lease Line. Software and other technological innovations were required. The College has developed its own Administrative software for admission, student attendance records and examination results – which has been website enabled, along with the Library database. This was in addition to the heritage restoration and maintenance of the heritage buildings which give such a conducive atmosphere for academics.

The third task was to take the internationalisation of higher education seriously. Links were established with some of the best institutions in the world, like Yale, Harvard, Berkeley and NYU in the U.S., with the Universities of Bath, Liverpool Hope and Oxford in the UK, and with Universities in Canada – the Ontario group, Australia – Deakin University and Europe – Sciences Po and IESEG in France and Comillas in Spain – for short term exchange of students and faculty. Faculty trips to such institutions abroad were sponsored by the College and gave short term exposure to the best Universities in the world. This has resulted in greater motivation of the faculty and in better educational processes and infrastructure at St. Xavier’s. Students, both at home and abroad, have been able to interact with the best students in the world and the former have experienced what a good University abroad is all about and they tend to appreciate better the opportunities they receive at St. Xavier’s, at a fraction of the expenditure available to the foreign institutions.

Academically, the most challenging task that the College took up was to break free from the mould of rote learning that Indian institutions have a dubious reputation for, and to encourage the higher order skills of critical thinking, application and creative problem-solving. The College decided on the structured use of the Blooms Taxonomy, with many checks and balances, and with the objectives of the teaching-learning-evaluation process clear to both students and faculty through grids for question paper setting and for presentations and assignments of students. This effort has been worthwhile.
in stimulating critical reflection on the context, content, reflection and action that the academic process should lead to.

Beginnings are normative and so at the start of this process of building our Autonomous system, the College realised the importance of structuring crucial elements into the system. Hence inclusive education is at the top of our priorities, including building support structures for the Visually Challenged, the Dyslexic, the Physically Challenged and the Mentally Challenged students. These find the atmosphere on campus very sustaining. Our faculty also realises the importance of research – both research which they themselves can enter into and an introduction to research for students. While our faculty are very occupied with a heavy teaching load of 20 lectures a week that the Government service conditions impose, the large number of students in class and the numerous co-curricular and extra-curricular activities that they animate on campus, research has been encouraged and attempted. We have had sessions to introduce research and publication to the faculty even by professional groups and by other academics. Our faculty have visited institutions in India and abroad to learn good research practices, facilities and infrastructure for research have dramatically improved on campus and a conscious attempt is being made to upgrade this area of the College life. And finally, extension activities for our students have taken pride of place, with the special department of the Social Involvement Programme and even the entry into justice issues for our time – for example the Public Hearings on the consequences of Environmental Degradation on marginalised communities and on the Nuclear Power Plant at Jaitapur. Our students are being introduced to the most controversial debates of our times and given an experience of the harsh conditions of life that thousands of disadvantaged persons in our society face every day.

St. Xavier’s does not believe in being an island to itself and hence has been reaching out to academic institutions across the country, to share expertise and experience. We receive many requests for visits to the college and for our faculty to address the faculty of other institutions. The experience of preparing for Autonomy is one which is much in demand, as other institutions in Mumbai and elsewhere, consider the same option. Our Faculty and Management have been resource persons in several institutions, on Autonomy related issues and on quality mechanisms. The College also believes in networking with civil society groups, to debate and discuss issues of importance to India and the world. The many eminent resource persons we invite on campus and the civil society groups that find us good partners provide for a very stimulating environment of search, of innovation and of action planning, for our faculty and students. This is a conscious effort made by the Management and Faculty, to generate debate and action, given that our common goal is Nation Building.

St. Xavier’s is confident that in the years to come it will bring to our campus the best quality of higher education, with new and relevant courses,
stimulating enough to capture the imagination and harness the potential of our students. Our collaboration with other institutions and groups will make for a meaningful networking in building a world of peace, justice and prosperity.

Dr. Frazer Mascarenhas S.J.
Principal