**St. Xavier's College, Mumbai**
**(Empowered Autonomous Institute)**

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT
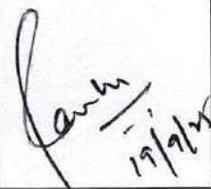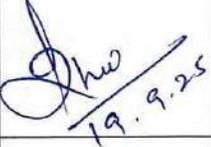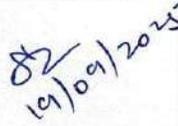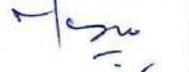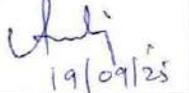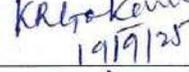
ACADEMIC YEARS

2022-2023 and 2023-2024

| Scope of Audit | Day | Date | Time |
|---|---|---|---|
| Administrative | Saturday | 23rd August 2025 | 9:00 AM to 5:00 PM |
| Academic | Tuesday | 26th August 2025 | 9:00 AM to 5:00 PM |
| Feedback and Exit Meeting: External Peer Committee with Faculty and Administrative Staff | Friday | 19th September 2025 | 2.00PM to 5.00 PM |

**The External Peer committee members for AAA appointed by the College are:**

| No. | Name of the member | Designation | Address | Signature |
|---|---|---|---|---|
| 1. | Dr. Sunil Mantri | Chairman | Former Principal, NM College, Mumbai and Former Director Universal Education | *(signed) 19/9/25* |
| 2. | Dr. Asha Mathew | Member | Principal, College of Home Science, Nirmala Niketan Mumbai | *(signed) 19.9.25* |
| 3. | Dr. Gomathi Jatin | Member | Associate Professor, Department of Education, TISS, Mumbai | *(signed) 19/09/25* |
| 4. | Ms. Bina Hemnani | Member | Former Registrar, Mithibai College Vile Parle (W), Mumbai | *(signed) 19/09/2025* |

**Authorities of the St. Xavier's College, Mumbai who interacted with the AAA team are:**

| No. | Name of the member | Designation | Signature |
|---|---|---|---|
| 1. | Dr. Fr. Keith D' Souza | Rector, Management representative | |
| 2. | Dr. Fr. Conrad Pesso | Treasurer, Management representative | |
| 3. | Dr. Fr. Arul John Bosco | Coordinator, Self-Financed Programs, Management representative | |
| 4. | Prof. Dr. Karuna Gokarn | In-charge Principal | |
| 5. | Prof. Dr. Priya Sundarrajan | IQAC Director | |
| 6. | Dr. Bobby P. Mathew | Vice Principal, Academics | |
| 7 | Mr Marazban S. Kotwal | Vice Principal (Science) | |
| 8 | Ms Alpana Palkhiwale | Vice Principal (Arts) | |
| 9 | Dr Sanjay Parab | Vice Principal (Commerce) | |
| 10 | Ms. Saima Khan | Controller of Examination | |
| 11 | Mr. Peter Dmonte | Registrar | |
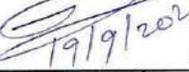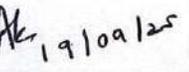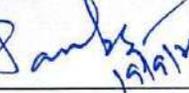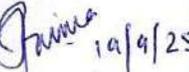
The Audit report has been submitted to SXCM on 19th September 2025.
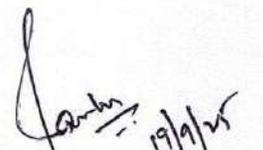
Prin. Dr. Sunil Mantri
Chairman
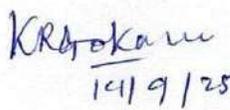
Prof. Dr. Karuna Gokarn
Principal (I/C)

## Section I: Basic Details of the Organization:

| I | Name of the Trust/ Society | The Bombay St. Xavier's College Society |
|---|---|---|
| | Address: | 5, Mahapalika Marg, Mumbai – 400 001 |
| | Phone no: | 022-22620662/65 |
| | E-mail | webadmin@xaviers.edu |
| | Year of Establishment: | 1971 |
| II | Name of the College/ Institute: | St. Xavier's College- Empowered |
| | Address: | Autonomous College |
| | Year of Establishment: | 5, Mahapalika Marg, Mumbai – 4000 001 |
| | Contact Details: | 1869 |
| | 1. Telephone no with STD code | 022-22620662/65 |
| | 2. Fax no: | 022-22617677 |
| | 3. Organizational email: | webadmin@xaviers.edu |
| | 4. Website address: | www.xaviers .edu |
| III | **Institutional Status** | |
| | 1. Affiliating University: | University of Mumbai |
| | 2. Affiliation Status: | Permanent |
| | 3. UGC Approval | 2f & 12B    Date: 21 Nov 2014 |
| | 4. Financial Status: | Grant in Aid and Self-financing. |
| IV | **Type of College:** | Affiliated - Empowered Autonomous College |
| V | **Type of Faculty/Program:** | Multi-faculty: Arts/ Commerce/ Science |
| VI | **Special status conferred** **UGC-Special Assistance Program** | UGC/CSIR/DST/DBT etc. Conferred with Empowered Autonomous Status in June 2023 by University of Mumbai. The College has been granted an Extension of Autonomous Status for 10 years (letter dated 7th July 2023). NAAC- Grade A+, CGPA of 3.27 in the 4th cycle (19th July 2022 – 18th July 2027) Recipient of - DBT-BUILDER grants, RUSA 2.0 (Component 8) and DST Star Status. NIRF - 2022-23 – Rank 89, 2023-24- result awaited. Education World – Number one in India amongst Private Autonomous Colleges: for the past 6 years 2020-2025 'College of Excellence' Award (April 2014) by the UGC under the MHRD, Government of India. |

St. Xavier's College, Mumbai (SXCM) was founded in 1869 by the Society of Jesus, Christian Religious Organization started by St. Ignatius of Loyola. On January 30, 1869, it received an affiliation from the University of Bombay. It became a Constituent College of the University through the Bombay University Act 1953. Over the years it has become an Affiliated, Empowered Autonomous Institute and has been preparing students for Undergraduate degree in Arts, Science, Commerce and Management Studies and Postgraduate and Doctoral degrees in Arts and Science. Besides, empowering students with subject knowledge through regular lectures and experiential learning, the college has always emphasized on holistic development of the students.

SXCM envisages that its education helps students to uphold the principles of social justice, equality of opportunity, freedom and respect for religious and moral values enshrined in the Constitution of India, and that they ensure all men and women shall live in keeping with their human dignity and self-respect. The conservation of environment and inclusive education are of special concern to SXCM. The academic community at SXCM is dedicated to the holistic education of future leaders who will demonstrate innovation in their professional competencies, integration in their personal lives and inclusion in their social contribution thus pursuing excellence in life.

At present SXCM conducts the B.A., B.Com. and B.Sc. Grant-in-Aid Degree Courses on campus along with self-financed B.A.-M.C.J., B. Com-M.S., BCom-AF and B.Sc. I.T. Degree Courses. Grant-In-Aid Masters Courses in Botany, Geology, Life Science, Microbiology and Ancient Indian History, Culture and Archaeology, M.Sc. (Self- Financing) in Biotechnology, Physics, Big Data Analytics and M.A (Self-Financing) in Public Policy, Psychology and Economics are also conducted. The University of Mumbai awards degrees for the programs mentioned above.

Diploma / Certificate courses in Bioinformatics, Clinical Research, Forensic Science and Criminal Law, Gemmology and Gem Appreciation, Applied Philosophy and Ethics, Counselling Psychology, Expressive Arts Therapy and Aspects of Ancient Indian History, Culture and Archaeology are also held in collaboration with other Institutions and Groups.

### Section II. Objectives of the Academic and Administrative Audit
1. To assess whether curriculum, teaching methods, assessment practices, and student learning outcomes meet set benchmarks.
2. To recognize areas where departments and administrative units excel and identify areas for improvement.
3. To provide recommendations for enhancing academic quality, administrative efficiency, and overall institutional effectiveness.

## Section III. Evaluation Rubric

These questions are essential for the Audit Team to fill in when they assess the document during the site visit.

| 1. | Policies | Yes/ No/ Not Applicable/ No Evidence | Remarks (E.g. Emerging /Established or Highly Developed etc. with recommendations if any) |
|---|---|---|---|
| 1.1 | The college/ department has defined appropriate policies to direct, monitor and regulate its teaching- learning and administrative processes for all stakeholders. | Yes | Established - SXCM believes in devising rules and regulations for academic and extracurricular activities. The Institute's policies and regulations maintain quality control by balancing between academic freedom and responsible governance. There is a total of 23 policies of the college. The college routinely reviews all administrative and academic procedures considering established policies. |
| 1.2 | The college/ department had defined activities in accordance with the rules, regulations, and norms of the government and regulatory academic bodies. | Yes | Highly developed: The institution follows all rules and regulations in compliance with the standards and guidelines set by the government. The creation of policies is based on government criteria. Colleges must abide by these rules to provide high-quality education, hire qualified teachers, create curricula, for the overall institutional functioning. The Syllabi for NEP formulated in AY 2022-23 for First year and for the second year in AY 2023-24, passed through BOS of respective departments and academic council. 1.Admission procedure of Undergraduate, post graduate courses and Ph.D. for some departments recognized for Ph.D. 2. Curriculum and syllabus framework 3. Examination, Internal assessment procedure and publication of results. 4. Credits, and Teaching workload. 5. Duration and workload distribution of teaching and non-teaching faculty members |

| | | | administrative functioning |
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| 1.3 | The college/ department has an in-built structured feedback mechanism to review its deployment actions in all aspects of teaching-learning. | Yes | **Established:** Feedback of courses are taken from students and discussed in respective BOS. Faculty's feedback is taken from students and discussed with the faculty by the vice principal and HODs. |
| 1.4 | All processes are appropriately documented and archived, and such documents are readily available for reference. All open-domain documents are available on the institutional website for information to all stakeholders. | Yes | **Established:** Documents are maintained for easy accessibility, management and compliance. Documentation involves categorizing academic records, administrative documents, financial records and different policies etc. Other documents like meeting minutes, administrative documents, and Portfolio wise documents are systematically maintained as printed documents. 1. Admission: The portal created by the DHE, the Maharashtra government, and the University of Mumbai manages admission and enrolment documents. The institute maintains the documents in print form. 2. Attendance of Staff and Students: Biometric systems were used to collect and analyze attendance of staff and non-teaching staff. Attendance of students is also maintained by departments and at the office. 3. Academic activities: Academic documents for the Undergraduate, Postgraduate, PG Diploma, Diploma and Certificate programs were maintained. 4. Examination: Examination papers and internal assessment records maintained as digital and physical documents. 5. Examination Data: Examination data is saved as digital and print copy. 6. Minutes of the Meeting: Meeting minutes are documented on the register and uploaded on the website. The following minutes of the meetings are maintained College Development Committee (CDC) Internal Quality Assurance Cell (IQAC) Board of Studies and Academic Council |

| | | Yes/No/Not Applicable/No Evidence | |
|---|---|---|---|
| | | | Meetings. |
| | | | 7. Administrative documents: Administrative documents are printed and methodically arranged into folders with clear labels based on categories such as administrative, academic, and financial records ensuring easy identification and retrieval. |
| **2.** | **Learning Outcomes** | **Yes/ No/ Not Appli cable/ No Evide nce** | **Remarks (E.g. Emerging/Established or Highly Developed etc. with recommendations if any)** |
| 2.1 | The faculty has identified program and program specific learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline. | Yes | Established. The Program Outcomes (POs), and Course Outcomes (COs) are written to reflect the college's vision and mission. The POs reflect a holistic development model, preparing students to be adaptable, ethical, impactful and are focused on imparting skills and knowledge in a specific area, resonating with regional requirements and global standards. For implementation of new programs under NEP from 2023-24, PO and CO will be revised to embrace the policy's emphasis on a multidisciplinary approach, skill development, assessment reforms, inclusion, equity, research, and innovation. |
| 2.2 | The faculty has identified core course outcomes that are clear, measurable and based on an appropriate process to identify what students need to master in each course. | Yes | Established Department members along with BoS members discussed and finalized COs that detail specific competencies that each course aims to develop. The COs are displayed on the website. The assessment questions cover all the COs stated in the course and the course faculty maintains distribution of Bloom's Taxonomy in the assessment modalities as outlined in the syllabus. |
| 2.3 | The faculty contributes to an appropriate process for evaluating and reviewing program and course- level | Yes | Emerging: Course feedback are taken by the faculty member of the respective course at the end of each semester and the report is analysed at the department level. Review of syllabi are |

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| | learning outcomes on a regular basis considering best practices, stakeholder feedback and appropriate benchmarks in the field. | | administered to the final year students at the end of their final semester. The data is collected at the college level.<br>These feedback help in restructuring the course content or arrangement of courses in a Program. The system could be improved by overcoming the current drawback of not receiving feedback from all the stakeholders and institutionalizing a mechanism for collecting all the feedback and its analysis at the college level. We plan to integrate CO and PO feedback into ERP to enable attainment calculation. |
| 3. | **Curriculum and Co-curriculum** | **Yes/ No/ Not Appli cable/ No Evide nce** | **Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any)** |
| 3.1 | The faculty collaborates/ contributes regularly and effectively on the design of curriculum and planned improvements. Regular reviews of the curriculum based on best practices are taken. | Yes | Highly developed:<br>The faculty have complete freedom in the enrichment of the course. The courses were enhanced to align with the contemporary trends in education and learning methodologies.<br>Course feedback and class interactions help faculty members to revise teaching pedagogies and |
| 3.2 | The faculty regularly analyses the content and sequencing of courses as applicable in terms of achieving program learning outcomes. | Yes | Established<br>The course facilitators meet constantly, discussing and deciding on the curriculum transaction, assignments, and assessment. Experts from different fields were also invited via BoS to provide suggestions while the courses were being revised. |
| 3.3 | The co-curriculum is best aligned to the curriculum to inculcate additional skill sets in the student directed towards employability | Yes | Established<br>Project-based courses are organized on a semester basis throughout the four semesters. The curriculum is designed to align with program-specific outcomes and course outcomes, integrating co-curricular activities such as role |

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| | and/or research. | | play, drama, and art to enhance the educational experience and achieve the intended Program Outcomes, Program Specific Outcomes, and Course Outcomes. In addition to the academic components of these courses, various extracurricular activities are implemented, including Community Work, Outreach programs, co-curricular presentations, internships, theme-based assemblies, multicultural assemblies and presentations, and programs centered on the National Education Policy and Entrepreneurship skills. Activities such as field visits, research projects, drama and art sessions, and student council initiatives are also part of the curriculum that helps to achieve the desired Program outcomes, Course Outcomes. |
| 3.4 | Students are made aware of the design and importance of participation in co-curricular activities vis-a-vis the curriculum. | Yes | Established<br>In most courses the course instructor provides students with a comprehensive understanding of the objectives and significance of the rationale in aligning the academic curriculum with co-curricular activities throughout the curriculum delivery process. Prior to and during various project-based courses, students receive a thorough orientation to ensure the attainment of the designated learning outcomes. Regular monthly mentoring meetings also contribute to educating students about the integration of the curriculum and co-curriculum to achieve the specified learning outcomes.<br>The students are oriented to learn about the objectives and importance of the rationale in aligning the academic course with the co-curricular task by the respective course teacher during curriculum |

| 4 | Teaching and Learning Process | Yes/ No/ Not Applicable/ No Evidence | Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any) |
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| 4.1 | Teachers and regularly involved and effectively design, develop and deliver using teaching methods that improve students learning throughout the program. | Yes | Highly Developed<br>The Institute consistently emphasizes the implementation of techniques centered on student-teacher dynamics. The instructional methods employed are distinctive, incorporate technology, and are oriented toward achieving specific outcomes. The following are some techniques adopted by teachers to help students attain proper understanding of the subject.<br>Classroom Teaching Methods<br>1. Activity-Based Learning<br>2. Classroom Task<br>3. Problem Solving Approach<br>4. Case study Learning<br>5. Student Seminar<br>6. Self-Regulated Learning<br>7. Art Integration<br>8. Providing Reference<br>9. Poster Presentation<br>10. Flexible teaching pattern<br>11. Use of Advanced Organizers<br>12. Field Trip<br>13. N-List Resources<br>14. Training in Using Technology<br>15. Online Tools- MOOCs<br>16. Use of Image<br>17. Project-based learning<br>18. Online references<br>19. Use of Open Educational Resources like Virtual Labs<br>20. Video / Educational Movie<br>21. Use of Learning Management System Like Google Classroom<br>22. Discussion Forums<br>23. Assignment Assessment |

| | | | 24. Inclusivity and Diversity<br>25. Curriculum Enrichment Activities<br>26. Teaching with research-based papers<br>27. Connecting Classroom teaching with actual experience at internship/field visit/project<br>28. Blended Learning Approach |
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| 4.2 | Teachers promote the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives. | Yes | Emerging<br>The institute conducts regular assessments to determine the effectiveness of its teaching methods through various approaches. The evaluation is conducted with the objective of promoting improvement. In the academic years 2022-24, ICT-enabled tools played a crucial role in enhancing teaching and learning. Platforms like Google-Classroom helped teachers to organize materials, assign tasks, and provide feedback, supporting both synchronous and asynchronous learning. For real-time interactions, tools like Google Meet, Zoom, and Microsoft Teams facilitated live lectures, meetings, and group discussions, ensuring smooth remote learning. Assessment and feedback were streamlined with Google Forms, enabling teachers to create quizzes and surveys that were automatically graded. Cloud storage services like Google Drive enhanced collaboration by allowing seamless sharing and co-editing of resources. In data analytics, tools such as SPSS, R Studio, and Tableau equipped students with vital data analysis skills. Reference management tools like Mendeley and Zotero supported academic research, while Turnitin ensured academic integrity by checking for Plagiarism. ICT-enabled classrooms, laboratories with projectors and continuous Wi-Fi connectivity ensured a technology-based learning environment. The centralized computer center and departmental computer labs gave students access to essential resources. |
| 4.3 | Teachers regularly evaluate the effectiveness of teaching methods and | | Highly Developed:<br>The institute regularly evaluates the effectiveness of teaching methods in various ways. |

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| | the appropriateness of instructional materials. | | 1. Course Feedback from students<br>2. Feedback of faculty<br>3. Performance of the students in the class test and internal evaluation.<br>4. Discussion in the monthly staff meeting<br>5. Mentoring program<br>6. Discussion about the quality criteria of teaching and learning in various meetings such as BoS.<br>IQAC, CDC, Board of Studies and Academic Council Meetings |
| 4.4 | Examination/ Evaluation results are reviewed on a regular basis and teaching methods are modified accordingly to improve student learning. | Yes | Emerging<br>At regular intervals, the institution evaluated the student's overall performance. The faculty analyses the results of the internal evaluation marks. Tutorial sessions were conducted for students. Tutorial sessions included with question bank discussion, clarification of doubts etc. |
| 4.5 | Teachers regularly engage in professional development that enhances their teaching, scholarship and practice. | Yes | Highly Developed<br>The College promotes and facilitates and encourages the professional development of its faculty. Participation in professional development initiatives fosters the adoption of innovative teaching strategies among faculty. These programs contribute to the improvement of skills, knowledge, and expertise in teaching and research The faculty strive to incorporate multidisciplinary, inclusive approaches, and reflective practices in their instructional practices, thereby benefiting the diverse student population in their classrooms. Following are some of the professional development opportunities organized for faculty in the academic years 2022-24.<br>1. Regular faculty development sessions<br>2. Support to undertake Research Projects – Seed money<br>3. Library facilities<br>4. Participate in Seminars, Conferences, Webinars<br>5. Participate in Faculty Development |

| | | | Programs<br>6. Organize Seminars, Workshops, Conferences, Talks, Webinars.<br>7. Invite as Guest Lectures and resource Persons. |
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| 4.6 | The program monitors student performance in its courses and uses that data to inform improvements in the program and to optimize student success. | Yes | Emerging<br>The institute conducts regular assessments to monitor student performance. The evaluation is conducted with the objective of promoting improvement of students. The institute regularly evaluates the effectiveness of teaching methods in various ways<br>1. Course Feedback from students<br>2. Performance of the students in the class test and internal evaluation as well as end semester examinations.<br>3. Students are allowed to check their answer books and discussion of answers and model answers with the respective faculty.<br>4. Display of marks obtained by students and discuss areas of improvement. |
| 4.7 | Faculty roles and responsibilities are regularly assessed and appropriately distributed across the department to support student success. | Yes | Established<br>The teaching methods are modified to improve student learning. The teaching methods range from traditional lecture methods to discussion, technology integrated teaching, case study analysis, situational analysis, self-regulated learning, blended learning |
| 4.9 | All programs ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community. | Yes | Established<br>The college implements a mentoring framework. Students were organized into groups and assigned a mentor from the faculty. Mentoring sessions occur monthly, focusing on relevant agenda items. During the mentoring meetings, the agenda is reviewed, and students' perspectives are gathered. Guidance is provided to students regarding examinations, internships, and career. Students are encouraged to express their concerns to their mentors, who also offer ongoing support to student teachers. |

| 5. | Student Learning Assessment | Yes/ No/ Not Applicable/ No Evidence | Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any) |
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| 5.1 | Appropriate indicators of student learning success have been established for the program. | Yes | Established<br>Appropriate indicators of student learning success have been established for the program. These indicators are aligned with the program's learning outcomes and are designed to measure students' knowledge, skills, and competencies at various stages of their academic progression. Assessment tools such as formative and summative evaluations and standardized rubrics, are utilized to track and evaluate student achievement. In addition, feedback from faculty, employers, and students is regularly reviewed to ensure continuous improvement and relevance of the learning indicators. |
| 5.2 | The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed. | Yes | Highly Developed<br>The faculty evaluate student learning at various stages of the program utilizing different assessment techniques that are suitably linked with the desired learning outcomes. These evaluations include a combination of formative and summative methods, including quizzes, exams, research projects, presentations, portfolios, practical demonstrations, and reflective tasks. This approach to assessment ensures that diverse learning styles are accommodated and that both theoretical knowledge and practical skills are effectively assessed. |
| 5.3 | The program regularly conducts quality improvement measures (remedial courses, ad-on- courses, value addition courses) based upon the students' | Yes | Established<br>The students are encouraged to ask questions in class. Doubt solving sessions are conducted by faculty based on student feedback. To support the improvement of language a dedicated language lab is available on campus to assist students, particularly those who are shy, through |

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| | assessment results (internal and external). | | classroom interactions and observations. The language lab facilitates several activities for students in science writing and Indian and foreign language skills. The college also offers an Honors certificate program for students who demonstrate academic excellence, defined as achieving 70% or a CGPA of 7 or above. This program is an additional co-curricular activity, allowing eligible students to enroll. More than 30 short-term Honors courses are offered across different departments, each course carries one to three credits, with one credit awarded for every 15 hours of coursework. A total of 696 (FY = 390; SY = 210; TY= 96) students enrolled for the activity during 2022-23. The Honors Certificate was awarded to 77 TY students across all undergraduate programs. In addition, individual credit cards for Honors activities were given to the participants. In 2023–24, 81 undergraduate students earned Honors certificates. |
| 5.4 | The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge. | Yes | Established The program's assessment framework is designed to evaluate students' mastery of their learning outcomes, including effective communication skills and the application of knowledge in practical situations. Various assessment methods such as written and oral presentations, case studies, practical projects and problem-solving exercises, are aimed at assessing both content clarity and effectiveness of communication. |
| 5.5 | The program regularly provides students with opportunities to participate in co-curricular activities and /or seminars specific to the discipline outside of the classroom. | Yes | Established Students are encouraged to take part in seminars/conferences and present their work. The student projects are encouraged to be presented in research conventions such as Avishkar, National Symposiums and conferences. In the year 2022-23- 13 research projects were presented in Avishkaar research convention and one student team won the overall first in the state level Avishkar competition. In the year 2023-24 – 14 teams participated and five teams qualified for the |

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| | | | final round of Mumbai University. |
| 5.6 | Data on current students and follow-up data on graduating students, including placement data, are regular and systematically collected and utilized for program improvement. | Yes | Emerging: For graduating students, follow-up data including higher education pursuits, competitive examinations, and placement details are collected through alumni interactions and placement cell records. For the year 22-23 a total of 121 students got placed, whereas for the year 23-24 the number increased to 204. Internships for 34 students were arranged through placement cell in organizations like Salesforce, HUL, Fortress Infracon, Zomato, Morgan Stanley, IIDE, BetterYou, Acumen etc. The insights drawn are regularly shared with faculty and the Board of studies to guide program modifications and enhance skill development initiatives. The Placement Cell Communicates with students regarding job opportunities, campus processes, selections, offer letters etc. through a Google classroom for each year. Each Classroom is kept active for 2 more years after Graduation for sharing opportunities and updates with alumni. |
| 5.7 | The data assessment of graduating students shows a positive reflection of the methods of teaching-learning implemented in the program. | Yes | Established: For current students, information such as academic performance and feedback on course as well as teaching-learning processes is gathered through assessments, feedback surveys, and mentoring records. These inputs indicate that the curriculum, combined with experiential learning opportunities, has equipped students with both subject knowledge and practical skills. This further affirms the effectiveness of the pedagogical strategies adopted. |

| 6. | **Research Environment** | Yes/ No/ Not Appli cable/ No Evide nce | **Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any)** |
|---|---|---|---|
| 6.1 | The department/ college effectively communicates the program's research environment, values, and priorities to current and prospective students and other audiences. | Yes | Established: The college actively fosters a research-oriented culture among both faculty and students. Faculty members stay abreast of the latest advancements in their fields through various research activities, paper presentations, and participation in seminars and workshops. Some faculty are pursuing doctoral studies. In the academic year, several initiatives were undertaken to promote and strengthen research culture, including the following: 1. Research Projects completed by the students: The Institute is dedicated to cultivating a strong research culture among faculty and students. Many undergraduate and all post graduate programs have research projects being carried out by students in college and in other institutes. 2. Research Centres: There are 9 recognized research centres in the college. In the year 23-24 four more centers of research got recognition by Mumbai University – namely Biochemistry, Biotechnology, Physics and Economics. 3. Facility for research: In addition to these departments, there are other research centers on campus such as Blatter Herbarium, Caius Research Laboratory, Heras Institute for History and Culture, and Nadkarny Sacasa Research Laboratory that provide the infrastructure and facilities for research. 4. Faculty members recognized as Ph.D. guides in these subjects encourage student and faculty research activities. In the year 23-24 there were 16 research guides from |

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| | | | different departments and 20 registered PhD students.<br>The research work of the faculty is published in Xavier's Research Journal 'Xplore,' (listed under UGC-Care). High-quality research undertaken by undergraduate and postgraduate students is also featured in 'Xplore. |
| 6.2 | The program engages graduate students in inquiry and contemporary research in collaboration with the faculty. | Yes | Emerging:<br>Research Projects completed by the students: The Institute is dedicated to cultivating a strong research culture among faculty and students. Many undergraduate and all post graduate programs have research projects being carried out by students in college and in other institutes. The student projects are encouraged to be presented in research conventions such as Avishkar. In the year 2022-23- 13 research projects were presented and one student team won the overall first in the state level Avishkar competition.<br>In the year 2023-24 – 14 teams participated and five teams qualified for the final round of Mumbai University. |
| 6.3 | The program strives for sponsored research funding at comparable levels with other departments within the institution and across peer institutions | Yes | Emerging<br>The infrastructure/equipment in the departments, as well as centres, get frequently upgraded through various grants from government agencies such as DBT and RUSA. |
| 6.4 | The program ensures that teachers are consistently informed of external funding opportunities as well as the availability of assistance in areas such as proposal writing and project management. | Yes | Established:<br>Multidisciplinary research activities are nurtured by encouraging inter-departmental collaboration among faculty members. SXCM has commenced offering seed funding to faculty to enhance their initial research endeavours, paving the way for additional funding from national and international agencies. |
| 6.5 | The program demonstrates sufficient depth and breadth in research expertise to | Yes | Emerging:<br>Faculty apply and receive research grants for their projects from government funding agencies like DBT, UGC, and Mumbai University. |

| | | | |
|---|---|---|---|
| | enable competitiveness in the external funding arena. | | Funding from Industry through Industry-academia collaboration has also been possible through grants from agencies such as Harmony organics Pvt. Ltd, Lady Bamford Foundation by the Caius research laboratory. |
| 7. | **Support for Quality Education & Progress** | Yes/ No/ Not Applicab le/ No Evidence | **Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any)** |
| 7.1 | The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources. | Yes | Established: <br> 1. The college library is upgraded from time to time. The library integrated with RFID technology complements traditional print resources with state-of-the-art electronic materials. With distinct reference and lending sections, it offers international and national journals, magazines, and newspapers, accompanied by e-journals and e-books accessible via NLIST. Powered by the user-friendly SLIM21 software from Algorithm Pvt. Ltd. <br> 2. The library ensures easy access to its resources through an online database accessible via Online Public Access Catalogue terminals within the library and a convenient link on the college website, accessible via QR code. <br> The infrastructure/ equipment in the departments, as well as Research centres, get frequently upgraded through various grants from government agencies such as DBT- Builder grant and RUSA and non-government grants. |
| 7.2 | The assessment system program tests for mastery of student outcomes through appropriate tests for communication and ability to apply knowledge. | Yes | Highly Developed: <br> The progression is assessed using formative and summative assessments with assessment modalities. Feedback is given to students based on the performance in the assessments leading to overall improvement in the performance. Course feedback taken from students. |

| 8. | **Academic Audit Process** | **Yes/ No/ Not Applicable/ No Evidence** | **Remarks (E.g. Emerging/ Established or Highly Developed etc. with recommendations if any)** |
|---|---|---|---|
| 8.1 | The Academic Audit process was faculty driven. | Yes | Highly developed<br>The faculty of all departments presented the department information to the experts from the external academic audit committee. These deliberations significantly enhanced the accuracy and comprehensiveness of the audit report. The audit format was shared with both faculty members and external committee members to ensure transparency and alignment in the evaluation process |
| 8.2 | The Academic Audit process (Self Study and site visit) included descriptions of the program's quality processes. | Yes | Established:<br>The academic audit is a thorough and detailed study that collects and analyses information using key indicators in both quantitative and qualitative formats. An important component of this process is meticulous documentation, which includes comprehensive reports, and the compilation of quantitative data to provide a well-rounded evaluation. |
| 8.3 | The Academic Audit process resulted in a thorough description of program strengths and program weaknesses as well as a prioritized list of initiatives for improvement. | Yes | Established:<br>All the departments presented the SWOC (Strengths, Weaknesses, Opportunities, and Challenges) Analysis of the departments and various college activities was systematically collected and analysed. The insights gained from this feedback was used to inform and implement curricular reforms, ensuring continuous improvement and alignment with students' needs and expectations. |

| 9. | Follow-up of Previous Audit | Yes/ No/ Not Applicable/ No Evidence | Remarks (E.g. Emerging/Established or Highly Developed etc. with recommendations if any) |
|---|---|---|---|
| | Action Taken Report | Yes | Action Taken Report attached |

## Action Taken Report
### Post NAAC (January 2022) and Academic Audit (2020-2022)

1. The Institute should take initiatives to become a Private University
   - We have looked at the options of State Cluster University and Deemed-to-be University. We are still deliberating possibilities.

2. Efforts to be made to fill up Government vacant aided faculty positions
   The College has been consistently pursuing approval for filling vacant aided faculty positions arising from retirements. However, the NOC for both teaching and non-teaching posts has been pending since 2017. In the Academic Year 2023–24, the Government sanctioned 12 teaching posts, and the institution continues to follow up for the remaining vacancies.

3. Incentives could be given to the faculty for research output and patents
   - Seed Money grants were given, a maximum of one lakh per project since AY 2023-24. These grants underscore the college's commitment to advancing interdisciplinary research and fostering innovation across its scientific disciplines.

4. Implementation of NEP from the AY 2023-24 - PG and UG curriculum could be modified as the New Education policy outline
   - Implemented from 2023-24. Marathi, Sanskrit and Telugu - new subjects introduced under NEP. The college registered for the Career Katta program to make students aware of various career opportunities. As a part of NEP 2020, IKS and Constitution of India were taught in hybrid mode successfully. We were a role model for other colleges in these 2 subjects.

5. Task force may be formed for the documentation of student progression and placement
   - College Placement cell exists 121 placed in 2021-22 (117 HE) and 204 placed in 2023-24 (385 HE)

6. To introduce more professional courses by establishing satellite campus
   - Options are being considered

7. Efforts to be taken to generate funds from non-government sources

- Private grants – MOUs
- Caius Research Laboratory received multiple non-government grants, including Rs. 39.4 lakhs from the Lady Bamford Foundation, Jaipur (spanning from September 2022 to March 2024) and additional ongoing grants from Harmony Organics Pvt. Ltd., amounting to Rs. 2.124 lakhs and Rs. 2.832 lakhs for separate terms.

8. Task force may be formed to bring paid consultancy
   - Faculty consultancy in Caius Research Laboratory, Geology and Botany depts

9. Feedback based commencement of more PG and research programs in geo-specific and emerging areas
   - Seed money
   - Publications: The faculty were actively involved in Research. This is evident from the number of publications in the year 2023-2024. There were 23 papers published in reputed international journals and 22 chapters were contributed to the various books. The college faculty published four books.

10. Faculty may be encouraged for developing real life case study material by establishing case Development Cell
    - Seed Grant initiated for faculty members

11. The Committee after completing all stages of instructions and interactions with the staff have summarized and has recommendations as follows: - (AAA 2023)
    - On campus Doctor Availability to be provided in view of large number of students. Cama, GT and Bombay hospital in proximity
    - Digitization of all important documents on half yearly/annual basis be done.
    - Qual Campus ERP is in use
    - Information manual for students' services needs to be prepared and published on the college website for guiding the students regarding services offered, timelines, forms/applications required to be filled and charges for the same. In addition, important links to apply for services/references to university portals (MKCL) etc. be provided.
    - Since the government has discontinued LTA, the management may provide financial assistance at least to the non-teaching staff travelling to their native place.
    - Advance is given

## Section IV: Best Practices

| 1. In Curriculum | Preparing for the implementation of NEP 2020 from the year 2023-2024. Designing the curricula structure aligning with the ethos and principles of NEP 2020. Students and parents were oriented about NEP 2020 Teaching-learning evaluation and research-Industry collaboration as well as social outreach BOS/AC conducted feedback forms re-designed for Teaching Learning and Evaluation (TLE). First NEP Batch started form the academic year 2023-24 for both UG and PG |
|---|---|
| 2. Academics | Re-designed TLE in accordance with NEP. 2022-23: Approved the syllabus for NEP for implementation for the academic year 2023-24. 2023-24: Approved the syllabus for NEP batch 2024-25. |
| 3. Extension | Extension activities organized by Departments through various collaborations enable the students to make a connection with the subject of study and social values. Social Involvement Program (SIP): Also called Community Engagement Program (CEP) under NEP 2020, more than 200 NGOs are associated. Students work economically and physically with underprivileged children as well as mentally challenged individuals, domestic workers, hospital patients, and senior citizens. Through these outreach programs, SXCM facilitates a platform for our students to learn, experience, and create awareness about them social responsibility so that they can contribute back to society and be responsible citizens. |
| 4.Student Support | Support given to students - Library books, question papers, internet, laptops, PTA meetings, Student Beneficiary funds, Scholarships to students, Language lab, XRCVC, Student support groups, Wellness centre. |
| 5. Management practices | Facilitated many aspects of TLE, Seed Money for faculty, Workshops for New teachers and Language skill development workshops for nonteaching faculty and financial support. Academic Audit for the years 2020-2022 was conducted on 20th February 2024. |
| 6.Environment | Environment audit was conducted by Centre for Environmental Research & Education & Education (CERE) for the year 2022-23 and published in June 2023. SXC, Mumbai is strongly committed to caring for the environment. Segregation of dry and wet waste facilitates efficient |

|  | composting and recycling of biodegradable and non-biodegradable waste. The Xavier's Environmental Committee (XEC) instituted in November 2019 looks at the challenge of sustainable campus management through an environmental policy document and guidelines to reduce and manage waste and energy usage during campus festivals. By XEC an e-waste collection drive was organized and collected e-waste was from college to be sent for recycling to e-Incarnation Recycling Pvt Ltd. A Tanzaku activity was organized with waste recycled paper in college. The waste paper generated during festivals were taken to recycling centres thereby ensuring zero waste fests. XEC also conducted a waste segregation awareness drive. |
|---|---|
| 7.Distinctive practices | Transparency in Teaching Learning Evaluation 2022-24. The management of SXCM has always taken initiatives to ensure Gender sensitization and Gender equity on campus. |

**Comments by Peer Team**

**General observations by Mr. Sunil B Mantri:**

- Well defined Mission and Vision Statement which are implemented in the college and its various activities.
- College is autonomous since 2010 and is allotted the Empowered Status since June 2023. The college has used this academic autonomy very well and has introduced new and innovative courses at the Undergraduate and Post Graduate Level as well as interesting assessment and evaluation strategies.
- Functioning of all the statutory committees are in place and implemented properly.
- Academic and its associated activities in the college under Empowered Autonomy are conducted effectively and efficiently thereby creating a homogeneous academic atmosphere conducive to the holistic development of the student in this globally competitive environment.
- Considering that the college is in the heart of the Mumbai City, the college authorities have used the infrastructure effectively and optimally.
- College has a vibrant and informative website which is easy to navigate and decimate information.
- Taking into consideration the stature, history and standing of the College and its contribution to the academic field, we recommend that the college should seriously consider converting itself to a private University / Cluster University / Vertical University etc. depending on its compliances to the terms and condition of the formation of these universities.
- College authorities and the Management of the college must have academic collaborations sister institutions viz their Management, Engineering and Educations Colleges to share their expertise for academic enhancement as well as resource sharing. Utilization of classrooms and other related infrastructure will help St. Xavier's college to grow further and will help the Management to form a university
- St. Xavier's can introduce more courses / programs with proper utilizations of vacant classrooms and other resources of its sister institutions in the same premises.
- Appointment of the Full Time Controller of Examinations is necessary for proper implementation of examination reforms and for introducing different evaluation and assessment methods using technology. The current arrangement of a full-time faculty holding the additional charge as Controller of Examination is not advised and desirable for the academic growth and excellence of the institution.
- Measures must be taken by the College authorities and Management to lift the morale and confidence of the Commerce faculty viz. the B.Com. program which is offered in the afternoon from 4.00 p.m. onwards. Ideally the program must be offered in the morning so that the program attracts academically qualified students enhancing the intake of the students leading to academic and professional growth of the students.
- College authorities can consider working for 7 days a week by ensuring that every staff gets one holiday per week (though not on a Sundays). Also, based on the availability of

space and other academic and non-academic requirement of the program some of the Programs can be offered in the afternoon/evening shifts and on Sundays so that we have optimal utilization of space as well as other related facilities.

- Taking into consideration the standing and the reputation of St. Xavier's College amongst the general society and academic arena, it is expected and desirable that St. Xavier's College introduces innovative new courses and programs at the UG as well as PG Level in new emerging fields of Humanities, Technology, Finance, Banking and Insurance and set examples for other colleges.
- College must take measures to attract CSR funds, donation from its alumni to meet the financial needs of the program and fund its development plans.
- While ensuring financial viability of the various programs offered in the college, the college authorities must also offer financial assistance in terms of Scholarships, Concession in fees to the socially marginalized and economically weaker section of the society for inclusive growth and development of the Society.
- Use of textbooks, if any, in any format must be strictly avoided and students must be motivated to use online and offline learning resources offered by the College. The College library and librarian must ensure that the learning resources are made available to the students online also.
- The college authorities and Heads of the Departments must work towards increasing the PG Programs offered by the College. To increase and improve quality research, the college must establish more research centres.
- The Management can study the feasibility of increasing the incentives financially and in kind to promote Research Activities in the College.
- The College must ensure it publishes a quality peer reviewed multi-disciplinary offline Research Journal and make it available online also.
- The issue of financial disparity and discontent and lack of promotional avenues amongst similar qualified academic and non-academic staff must be addressed by the college authorities and the management for academic growth and development of the college.

**General observations by Dr. Gomathi Jatin:**

- Every department should form Professional Learning Communities (PLCs) – a collaborative group of faculty/professionals to meet regularly to enhance their skills and knowledge through shared learning experiences for capacity building for sustainable improvements
- Communities of Practice (CoPs) – can be formed by faculty/students to focus on sharing experiences and insights related to a topic or discipline enabling each member to take collective responsibility for managing the knowledge they need and they can share
- As communicated, the offering of Indian Knowledge System (IKS) course to a large number of students in the first year of implementing NEP-2020 was challenging. IKS course syllabus was designed and developed by a committee consisting of faculty from various departments and offered to the whole college. The students were mandated to

choose this course in their first year of the undergraduate programme. This course helps to bring heterogeneity, diversity and multiple perspectives to all students. To address the challenges of large class, space, etc. this course is offered through hybrid mode.

- Similarly, Academic Writing as a skill enhancement course (with different syllabi) is found to be offered by almost every department. It can be single course offered by the college with discipline-specific faculty coming in to address disciplinary writing features. The course can be designed in a way that includes units that cater to common writing practices, strategies, etc and discipline-specific features addressed by the respective faculty.

- Research knowhow and competencies appear to be little shallow among some of the faculty. While there is a wealth of theoretical research and writings evident in the faculty's work, not much has been translated or converted to concrete outcomes in form of research publications, etc. Faculty must identify ways of capacitating themselves in converting their work into publications. As communicated, time constraint, lack of desired mindspace impede concrete research outcomes. The college can devise strategies to allow for this mindspace by allowing faculty (in rotation) to take time off to conceptualize research ideas and convert them into publications. This can be in the form of a 4/5-day writing retreat/workshops and incorporating into the timetable to avoid disruption in classes. This strategy should be woven with principles of accountability, transparency, ethics, such that the 4/5 day away, doesn't go void.

- Despite being well equipped with technological infrastructure and expertise, the interactions with faculty reflected very sparse technology utilization in the curricular transaction, teaching learning, assessment and research. Language labs need to be optimally utilized not just by language department but other departments too. Technology integration into teaching learning, assessment and research needs to be strengthened. Use of AI both by faculty and students needs to be encouraged. Concerns of use of AI can be addressed by creating a set of guidelines for the use of AI by all stakeholders and adopted as the institutional policy for AI usage.

- Time constrains, space constraints, large classes, etc. were a few other concerns that were communicated by the team. Revisiting the curricular credit structure aligned with the NEP 2020 and shifting from rigid to flexible credit-based systems allowing for multidisciplinary learning, needs attention. Team teaching and integrated holistic assessments can be thought of in this direction.

- The extra-curricular activities are usually considered non-graded and outside the curriculum before NEP implementation. However, under NEP the ECC activities are integrated in the curriculum as a separate two credit course for all undergraduate students and with proper evaluation modalities. This has helped in complementing a student's academic learning and contributed to their holistic development.

Overall, the St. Xavier's College (Autonomous) has maintained in true spirit its status as institution of excellence through the process of curriculum, teaching and assessment. The Institution head and faculties are empowered and well capacitated to lead the institution

towards excellence and conversion into a private University / Cluster University / Vertical University etc. as recommended by my peer member of the review committee.

## General Observations and Suggestions - Dr. Asha Mathew:

### Executive Summary

The academic audit of various science departments at St. Xavier's College highlights a strong commitment to quality education, research, and student engagement. Departments are effectively addressing academic queries, implementing funded projects, and maintaining strong alumni connections.

### Common Strengths

Faculty are well-prepared and have strong subject knowledge. Alumni remain closely connected with the departments and contribute through mentoring, placements, and collaborations. Teachers are using effective methods such as ICT tools, and remedial support to help students learn better. Many departments are engaging in research projects and collaborations with industries, NGOs, and institutes (including RUSA projects).

### Key Areas for Improvement:

Student enrolment in some PG programs needs to be increased and sustained.

Industry partnerships and MoUs should be expanded to create better placement and internship opportunities.

Faculty and students need more encouragement to publish research papers in indexed journals.

New and interdisciplinary courses (like heritage conservation with geology, actuarial science, bioinformatics, diagnostics) can make programs more attractive and job-oriented.

Documentation of remedial teaching, project outcomes, and collaborations should be strengthened to show clear results and impact.

### General Recommendations:

Develop a strategic plan for PG program expansion (Chemistry, Zoology, interdisciplinary areas).

Formalize collaboration outcome tracking with measurable indicators (internships, projects, research papers).
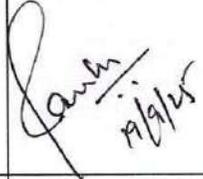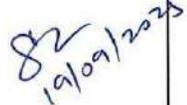
Enhance school connect and outreach activities to sustain student interest and intake.

Establish department-level placement and career readiness cells, integrated with the college career guidance unit.

### Conclusion

Overall, the audit finds that St. Xavier's College is academically strong and forward-looking. With more focus on industry connections, PG program expansion, and innovative courses, the college can further build on its strengths and create a bigger impact in the years ahead.

**Name and Signature with Date of the Academic and Administrative Audit Committee:**

| No. | Name of the member | Designation | Address | Signature |
|---|---|---|---|---|
| 1. | Dr. Sunil Mantri | Chairman | Former Principal, NM College, Mumbai and Former Director Universal Education | |
| 2. | Dr. Asha Mathew | Member | Principal, College of Home Science, Nirmala Niketan, Mumbai | |
| 3. | Dr. Gomathi Jatin | Member | Associate Professor, Department of Education, TISS, Mumbai | |
| 4. | Ms. Bina Hemnani | Member | Former Registrar, Mithibai College Vile Parle (W), Mumbai | |

**<u>Audit Photos</u>**

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