SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE

ST XAVIERS COLLEGE XAVIERNAGAR
403507
www.xavierscollege-goa.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College – the premier Higher Educational Institution of the State of Goa – was established in June 1963 by the Archdiocese of Goa and Daman as part of its Apostolate of Education. It is managed by the Diocesan Society of Education – an organization that owns and oversees over a hundred institutions on behalf of the Archdiocese. Originally affiliated to University of Bombay, the Institution is affiliated to Goa University since June 1986.

St. Xavier's College functions from its own well-planned verdant campus situated atop the hillock named 'Xaviernagar'. The campus, admeasuring 24 acres, is endowed with flora of various species and gardens spread over about 1500 square meters. The College functions in four blocks: Administrative Block 'A', Commerce Block 'B', Science Block 'C' and, the Library, Humanities and Management Block 'D'. The under-construction Block 'E' will, upon completion, exclusively house the post-graduate courses. Besides, the College has a Seminar Hall (with seating for 300), a Committee Room, a Conference Hall, a Recreational Hall, a multi-purpose St. Xavier's Ark (accommodating 1500 persons) and an outdoor stage which overlooks a lawn that can hold an audience of 500 persons.

Although a recognized religion-based Minority Institution under Article 30(1) of the Constitution of India, St. Xavier's College does not discriminate on the basis of caste, creed, origin, or nationality. The Institution, which has the largest faculty and student strength in the State, attracts students from across Goa, India and abroad. Both, under-graduate and post-graduate courses are offered at the Institution. While other courses enjoy grant-in-aid support from the State Government, the M.A. (Psychology), M.Sc. (Physical Chemistry), M.Com., B.Sc. (Biotechnology), B.A. (Mass Communication), B.A. (Journalism), B.B.A. (General), B.B.A. (Travel and Tourism) and B.C.A. courses are run on self-financing basis. Besides academics, the Institution has an established reputation in sports and cultural activities.

St. Xavier's College was accredited by NAAC at Four Star level in the year 1999. It was re-accredited, in 2007 and 2014, with Grade A and Grade A (CGPA of 3.36) respectively. The Institution enjoys the status of 'College with Potential for Excellence' from U.G.C. since the year 2004.

Vision

St. Xavier's College is named after St. Francis Xavier, an internationally-renowned Spanish Jesuit missionary and an educationist *par excellence.* Reflecting upon, and being inspired by, the life and work of its saintly Patron, St. Xavier's College has chosen as its motto '*In virtute et scientia'* (which, in English, means 'in pursuit of **Virtue** and **Knowledge**').

In keeping with its motto, the Institution, after deep reflection, has formulated and adopted as its Vision, "Formation for Transformation". Within those three simple, yet profound, words, are encapsulated the Core Values which the Institution unceasingly strives to accomplish viz.:

1. Belief in God.
2. Upholding Human Dignity.

3. Inculcation of a sense of patriotism.
4. Promotion of ethical behaviour.
5. Achievement of excellence in education.
6. Fostering of global competencies

Mission

Ever-mindful that it has been founded by the Archdiocese primarily to support Catholic parents in the fulfilment of their duties towards their children, the Institution has adopted the Mission Statement, "**To provide balanced all-round education to young men and women to be disciplined citizens, who will display a high intellectual calibre together with emotional balance and social commitment and, particularly, at helping Catholic youth to be committed followers of Christ**".

In its endeavour towards the realization of its Mission, St. Xavier's College continually seeks, through its varied activities, the attainment of the following objectives:

- To provide holistic education to students.
- To provide an education which nurtures an encounter with God, including an appreciation of, and respect for, other faiths.
- To sustain, promote and enhance the quality of higher education.
- To inculcate a sense of discipline.
- To liberate its students from social conditioning of ignorance, poverty, exploitation, caste, class and gender bias.
- To inculcate, in its students, social, moral and spiritual values.
- To help its students develop competence, commitment and compassion.
- To empower its students to distinguish between good and evil, and make right decisions.
- To make its students conscious of responsibilities and duties along with their rights.
- To motivate its students towards nation-building in order to evolve a New Society.
- To uphold self-esteem, equality of men and women, the dignity of human labour, belief in social justice and the Constitution of India.
- To enable its students to face the challenges of globalization.
- To promote the sanctity of the family – the basic unit of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- St. Xavier's College is a reputed Institution offering a wide range of programmes and courses. It attracts students from across the State, other parts of India and from abroad, too.
- The Diocesan Society of Education, which manages the Institution, has vast experience in the operation of educational institutions.
- The Faculty of the Institution is well-qualified, proficient in teaching and engaged in research. They have a commendable number of publications in International and National Research Journals.
- The Institution, through the Major, Minor and Collaborative Research Projects of its faculty, mobilizes funds for research activities.
- The Institution has an excellent teacher-student ratio of 1:22 which reflects in the highly commendable

examination results.

- The Institution has excellent sports infrastructure leading to a consistently good track record in sporting activities.
- The entire campus is Wi-Fi enabled and has good internet connectivity. The excellent ICT facilities strengthen the teaching-learning process.
- The presence of an active Students' Council, vibrant NSS and NCC Units and Cells and Associations act as a catalyst in the holistic development of students.
- The Institution publishes its Interdisciplinary Research Journal titled 'Spectrum' which has ISSN registration. The Department of Konkani has recently introduced its subject-specific Research Journal titled 'Jyot'. Most Departments publish their Newsletters. Electronic versions of the publications are hosted on the college website.
- The Xavier's College Alumni Association and the Parent-Teacher Association play a significant role in the functioning of the Institution.
- The Institution has a community outreach initiative titled 'Crescendo' for teaching music.

Institutional Weakness

- Though the number of faculty members with doctorates and research publications is commendable, it is not commensurate with the overall faculty strength.
- Students, being examination-oriented, are often unwilling to undertake research assignments as part of their curriculum.
- There is a visible gap between the syllabus taught and market requirements. Being an affiliated Institution, it is difficult to eliminate this gap.
- The Institution offers a relatively fewer number of certificate and value-added courses.
- The Institution does not offer a hostel/residential facility for outstation students.
- The Institution does not offer student/teacher exchange programmes with reputed Institutes in the State and elsewhere.
- Being highly pressed for time, owing to their academic duties, the faculty are rarely able to offer consultancy services despite their expertise in their respective fields.
- Despite the College Library handling the Swayam portal, only a few Departments offer and encourage the use of MOOCs as part of their course structure.
- The Institution offers very few opportunities for training students to appear at competitive examinations.
- When compared to the Institution's staff and student strength, green initiatives are relatively fewer in number.
- The administrative set-up needs to be further automated in order to speed up the functioning.

Institutional Opportunity

- Faculty members could be motivated to take up doctoral research and publish in reputed International and National Research Journals.
- The mentoring programme could be utilized to encourage research initiatives amongst students. This would lead to greater student-faculty collaboration in research.
- Experts from industries could be invited, as guest faculty, to create competencies that would increase the employability of students.
- A higher number of certificate and value-added courses, of varied nature, could be introduced.
- Suitable arrangements could be made to provide hostel/residential facilities for outstation students.

- The Institution could initiate student/teacher exchange programmes with reputed Institutes in the State and elsewhere.
- Faculty could be encouraged to utilize their expertise by offering consultancy services in their areas of expertise.
- The faculty could be encouraged to actively use MOOCs while teaching their courses.
- The Institution could take the initiative to organize courses to prepare students to appear at competitive examinations.
- The green initiatives at the campus could be substantially enhanced.
- Alumni could be encouraged to assist their *alma mater* by sharing their skills, experience and networking.
- A larger number of courses could be organized in order to upgrade the skills of the administrative staff.
- Other educational institutions could use the expertise of the faculty by inviting them as resourced persons.
- Efforts could be made to allow the use of the well-furnished laboratories, by schools and Higher Secondaries, for the conduct of experiments.
- Efforts could be undertaken to introduce a higher level of digitisation, especially for micro-level operations.

Institutional Challenge

- Rapid changes and advances in technology make it difficult for the Institution to continually upgrade its ICT facilities.
- Though the Institution follows the CBCS system, owing to a large number of students, it is difficult to accommodate all requests for the choice of courses.
- Despite efforts towards this end, the Institution has a lot of ground to cover in its attempt to go fully paperless.
- The Institution finds it difficult to provide the necessary facilities, in terms of time, space and instrumentation, to its faculty in order to assist them in their research endeavours.
- The differing requirements of the non-teaching staff vis-à-vis their job profile make it difficult for the Institution for arranging regular training/up-gradation sessions for them.
- The large faculty strength necessitates a larger number of staff rooms across campus thereby affecting interaction.
- It is difficult to maintain 100% of the records regarding student progression and placement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated Institution, the curriculum and syllabi of Goa University are adopted and followed at St. Xavier's College. These are operationalized keeping in mind the Vision and Mission of the Institution. Many a faculty member is represented on the various Boards of Studies of Goa University. Also, our faculty members are elected to the Academic Council and Court of Goa University. In those positions of responsibility, they utilize their expertise in helping develop syllabi that are relevant to the needs of the times. The expertise of many a faculty member has also resulted in their being represented on the Boards of Studies of Parvatibai Chowgule College of Arts and Science (Autonomous), Margao-Goa, and Don Bosco College, Panaji.

In tune with the decisions of the University Grants Commission (UGC) and Goa University, the Institution has introduced the Choice Based Credit System (CBCS) for all its programmes in a phased manner. Further, the students have been provided with the option of choosing electives on an inter-disciplinary basis. The Institution supplements the prescribed curriculum through various value-added and certificate courses which serve to enhance the knowledge and skills of students and, thereby, stand them in good stead when seeking employment. Field trips and study tours are regularly organized by many Department thereby affording students with opportunities of enjoying *in situ* experiences of the concepts conveyed in the classroom. Students are encouraged to participate in various events, workshops and seminars – both, at the Institution and elsewhere – that expand their intellectual horizons, develop relevant competencies and, also, sensitize them about issues related to gender equality, human values, professional ethics and environmental sustainability.

Recognizing that the educational process cannot be treated as a "one-way street", the Institution has developed a robust feedback system through which inputs are gathered from various stakeholders. These are collated, carefully analyzed and acted upon in order to ensure an enhanced educational experience.

Teaching-learning and Evaluation

St. Xavier's College is a much sought-after Institution of Higher Education. It attracts students from diverse academic and economic backgrounds, and locales. Even though – owing to its minority status – it is not obliged to follow the official reservation policy, students from the educationally and economically-weaker sections are admitted to the Institution in fairly large numbers. The wide diversity in the background and abilities of the students is taken into account by the faculty while devising appropriate methods of instruction. Due attention is paid to the differing needs of advanced and slow learners. Also, the special needs of international students are appropriately taken care of.

The Institution has a healthy student-teacher ratio of 1:22 with all the sanctioned faculty positions being filled. The faculty are recruited in strict accordance with the regulations prescribed by statutory authorities. The highly-qualified nature of the faculty is evident from a large number of PhD and M.Phil degree holders (presently 39 and 21, respectively).

The Institution, after due deliberation, draws up a calendar of activities at the commencement of each academic year which is rigorously adhered to. The teaching-learning process is goal-based with clearly-stated Course Outcomes, Programme-specific Outcomes and Programme Outcomes which are communicated to the students and displayed on the Institutional website. Besides the conventional lecture method, the faculty utilize student-centric methods like group discussion and learning, role plays, subject-based quizzes and assignments, classroom seminar presentations and open book tests. The faculty employ various ICT facilities to aid the content-delivery process.

The Institution has adopted a robust Continuous Evaluation system. All examinations are conducted in accordance with the prescribed norms. Results are declared in a timely manner. Examination-related grievances are promptly addressed by means of a transparent and efficient mechanism. The effectiveness of the Institution's academic rigour is evident from the ranks and high pass percentages secured at the University examinations.

During the past five years, the former Principal, Dr. (Fr.) Walter de Sá was the proud recipient of ''Best Educationist Award' for his distinguished educational career while Dr Tushar Anvekar has bagged the 'Bharat Jyoti' Award for devoted service.

Research, Innovations and Extension

Recognizing that a Higher Education Institution needs to function as a dynamic entity by, both, disseminating and creating/revising human knowledge, St. Xavier's College constantly strives to ensure a 'research culture' on campus. This has led to its faculty members undertaking Major, Minor and Collaborative Research Projects awarded by UGC, UGC-DAE-CSR and SERB-DST, Government of India. Two faculty members are recognized as research guides. With the encouragement of the Management, various faculty members have availed of Teacher Fellowships from UGC, under its Faculty Development Programme, in order to pursue their doctoral research. The Institution has also set up an Instrumentation Centre with facilities like X-ray Diffractometer, FTIR and UV-visible spectroscopy, AC resistivity etc. The Institution regularly publishes an in-house inter-disciplinary Research Journal titled '*Spectrum*' which possesses ISSN No: 2348-4322-24-34. The Institution also organizes Workshops on topics like Intellectual Property Rights, SPSS, Research Paper Writing, Latex software etc to aid the faculty in their research endeavours.

In the past five years, the faculty have published 33 articles in UGC-listed national and international Journals, apart from 43 contributions to Books or Conference Proceedings. Faculty members regularly attend international and national conferences, seminars and workshops where they present their research findings and benefit from interactions with eminent Resource Persons and fellow-researchers. Six faculty members won awards at Conferences.

The Institution has five currently-functional Memoranda of Understanding with reputed organizations. Besides, through informal channels, linkages have been formed with various other organizations which permit the conduct of programmes like study tours, field trips etc.

As part of its social responsibility, the Institution has adopted two neighbouring villages viz. Assagao and Cunchelim. Various activities are conducted for the benefit of the villagers with the collaboration of the respective Village Panchayats. St. Xavier's College has a robust N.S.S. Unit which enrols around 800 volunteers annually. Besides its Annual Camp, the Unit organizes a large number of varied activities as part of the Institution's social outreach. *Inter alia*, the activities include street plays, gender sensitization, environment protection, blood donation camps, campus/roadside/beach cleaning, garbage collection and anti-plastic drives, visits to orphanages and old-age homes, and Swacch Bharat Abhiyan.

Infrastructure and Learning Resources

The Institution possesses the required infrastructure for its activities. Each of the 61 classrooms, 16 laboratories and the Seminar Hall are equipped with computers, LCD projectors and Wi-Fi connectivity. Free Wi-Fi and internet connectivity are provided to the faculty and students. The Institution has three leased lines for internet connectivity, one of which is exclusively used for the self-financing courses. The College has a Media Centre with two studios fully-equipped with the requisite facilities for audio/video recording of programmes and lectures. The Centre is also used for broadcast of morning prayers, making of announcements etc. on the Public Address System. The Institution has a total of 456 functional desktop/laptop computers across the campus. An average of Rs. 24.6 lacs is spent annually on the upkeep of this infrastructure.

The College Library, which was established in 1963, is a treasure trove with a rich collection of 69,716 books and 3500 CD/DVDs. The Library possesses a fairly large collection of rare books. It operates under Open Access System and its activities are fully automated using NewGenLib (v. 3.1.2) software. The Library

subscribes to 131 journals and magazines, all Goa-based and seven national newspapers. It has an average daily usage of 644 besides another 17 who use e-access facilities. The premises are under CCTV surveillance. The Library has won the 'Best Library Award' of the Directorate of Art and Culture, Government of Goa in 2015-16 and is currently ranked among the top ten colleges nationwide for the use of NLIST E-Resources. An average sum of Rs. 9,47,395 is spent annually towards the purchase of books and journal subscriptions.

The Institution has a well-equipped Gymkhana, Gymnasium/Fitness Centre, Indoor Stadium and Sports Grounds for its sporting activities. For its cultural activities, the College has a Recreational Hall, Seminar Hall, Conference Room, Music Room, St. Xavier's Ark, and Theatre Space.

An average of Rs. 86.6 lacs is spent annually towards the maintenance of the physical and infrastructure facilities of the Institution

Banking facilities are available on-campus through a full-fledged branch of Central Bank of India which also offers ATM facility.

Student Support and Progression

The Institution displays proactive concern for the progress of its students and supports them in their endeavours. They are assisted in securing Government-provided scholarships and freeships, both, at the National and State levels. The Institution has also instituted various prizes for meritorious students. In an attempt to enhance the capabilities of students, two qualified counsellors are available at the campus providing career and personal counselling.

The College has a duly-elected and active Students' Council which meets regularly, deliberates upon various issues, and, under the guidance of the faculty, *inter alia* organizes events of varied nature.

Remedial coaching is provided on a need-basis while bridge courses are conducted to fill in gaps in the curriculum. The Institution has a well-equipped Language Laboratory. Participation in sports and cultural events is encouraged. The Institution's sportspersons and teams have a consistent track record of highly commendable achievements. Various culture-related events are regularly organized at the campus. These provide a platform for the students to, both, display and showcase their talents and, also, to hone their skills. Students often participate in inter-collegiate cultural events in Goa and elsewhere with highly commendable results.

Upon completion of their studies, a significant proportion of the students pursue higher education. The Institution has an active Placement Cell that regularly organizes placement-related activities e.g. on and off-campus interviews, career guidance sessions etc.

The Anti-ragging Squad, Anti-ragging Committee, and the Sexual Harassment Cell are the mechanisms in place to promptly address the grievances of students, if any, especially related to sexual harassment and ragging. Monthly reports of issues related to sexual harassment are sent to Goa University.

The Institution's alumni have excelled in various walks of life at the State, National and International levels thereby adding to the 'Brand Xavier's'. They assist the Institution, both, through the registered Alumni Association and, also, in various ways at the individual level. Alumni events, that include musical events, social gatherings like Ex-Socials and Alumni Reunions, are generally well-attended.

The Institution has an active Parents-Teachers Association (PTA). Through the Association, parents play a significant role in assisting the College in its smooth functioning.

Governance, Leadership and Management

The success and effectiveness of the educational endeavours at St. Xavier's College are the fruits of the symbiotic collaboration of its sagacious Management, its forward-looking and hardworking Principals, its competent, dedicated and qualified faculty, and its tirelessly-striving non-teaching staff. Their cohesive efforts are supplemented by the parents and alumni. This harmonious and single-minded definiteness of purpose ensures activities which are geared towards the realization of the goals encapsulated within the Vision and Mission Statements.

The Institution has always had a participatory and decentralized management structure. In recent times, the Institution has introduced e-governance in various areas of its operations viz., administration, finance and accounts, examination and student admissions. Faculty Enrichment Programmes are regularly conducted for the teaching staff on varied, but, academically-relevant topics. Members of the non-teaching staff are also afforded opportunities for their personal and professional growth. Many a faculty member has attended Orientation Programmes, Refresher Courses, Workshops, Seminars, Conferences and Training Programmes during the past five years. During this period, five faculty members have availed of Teacher Fellowship from the University Grants Commission. The performance of the faculty is annually assessed through feedback from students and the results of the exercise are utilized for the improvement of the teaching-learning process.

The Institution receives grant-in-aid from the State Government. It is the beneficiary of funds under the 'College with Potential for Excellence' (CPE) and 'Rashtriya Uchchatar Shiksha Abhiyan' (RUSA) schemes. Funds are also mobilized, from varied sources, for the various events and activities, and, especially, for the rapidly upcoming Block 'E'. The financial statements of the Institution are regularly audited.

St. Xavier's College has a vibrant Internal Quality Assurance Cell (IQAC) which monitors the overall functioning of the Institution. Through its varied initiatives, it strives to continually improve the functioning of the College in order to ensure that the education imparted complies with accepted, and high, standards of quality.

Institutional Values and Best Practices

St. Xavier's College is ever-responsive to challenges and issues arising from the rapidly-evolving national and global scenarios. Towards this end, the Institution regularly organizes programmes in order to instil and foster gender equity and sensitivity. Various measures are implemented to ensure safety and security on campus. The Institution leads by example in the use of renewable energy sources through solar and wind power generation. Though situated on a hilltop, the campus teems with trees, plants and gardens. Rainwater harvesting is practised at the campus since the past two decades. Adequate measures are adopted for the judicious and safe management and disposal of solid, liquid and e-waste.

The Institution strives to make the campus differently-abled-friendly through provisions for special physical facilities, ramps/rails, separate restrooms and scribes for such students.

The Institution celebrates various Days of National Importance with great patriotic fervour.

The inculcation of human values is an integral part of the Institution's activities. Apart from the numerous informal means adopted towards this goal, a regular, formal and compulsory Value Education programme is conducted for all students. Its curriculum comprises various themes appropriate to daily life, ethical conduct and age-appropriate issues.

The Institution has a robust and well-established mentoring programme with a healthy mentor-mentee ratio of 1:24. Besides the formal meetings between mentors and mentees, the mentors are in regular contact with their mentees and assist them in matters pertaining to personal, academic and career guidance. The mentorship programme has successfully brought about a positive change in students especially in their discipline, punctuality, behaviour, dressing sense and academic performance.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE
Address	St Xaviers College Xaviernagar
City	Mapusa
State	Goa
Pin	403507
Website	www.xavierscollege-goa.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Fr. Jeronimo DSilva	832-2250705	9822152294	91832-226235 6	xavierscollege1963 @gmail.com
Associate Professor	Mathias Bosco Lawrence	832-2262356	9850757195	91832-225072 05	boscolaw@rediffm ail.com

Status of the Institution	
Institution Status	Self Financing , Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	YES
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	20-06-1963

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-08-1976	View Document
12B of UGC	03-08-1976	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	13-09-2004
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	St Xaviers College Xaviernagar	Urban	24	14867.15

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics	36	HSSE	English	63	63
UG	BSc,Chemistry	36	HSSE	English	325	325
UG	BSc,Microbiology	36	HSSE	English	153	153
UG	BSc,Electronics	36	HSSE	English	41	41
UG	BSc,Computer Science	36	HSSE	English	71	71
UG	BSc,Mathematics	36	HSSE	English	54	54
UG	BSc,Botany	36	HSSE	English	85	85
UG	BSc,Biotechnology	36	HSSE	English	99	75
UG	BCom,Commerce	36	HSSE	English	792	731
UG	BA,English	36	HSSE	English	83	83
UG	BA,Economics	36	HSSE	English	45	45
UG	BA,Political Science	36	HSSE	English	62	62
UG	BA,Hindi	36	HSSE	Hindi	55	55
UG	BA,Konkani	36	HSSE	Konkani	69	69
UG	BA,Marathi	36	HSSE	Marathi	38	38
UG	BA,Sociology	36	HSSE	English	107	107
UG	BA,Philosophy	36	HSSE	English	8	8
UG	BA,History	36	HSSE	English	41	41
UG	BA,Psycholo	36	HSSE	English	217	217

	gy					
UG	BA,Mass Communication	36	HSSE	English	115	89
UG	BA (Journalism),Journalism	36	HSSE	English	115	71
UG	BBA,Bba	36	HSSE	English	108	108
UG	BBA,Bba Travel And Tourism	36	HSSE	English	99	90
UG	BCA,Bca	36	HSSE	English	132	125
PG	MA,Pg Psychology	24	BA	English	66	62
PG	MSc,Pg Chemistry	24	BSc	English	44	27
PG	MCom,Pg Commerce	24	BCom	English	88	65

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				50				84
Recruited	0	0	0	0	19	31	0	50	27	57	0	84
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				43
Recruited	0	0	0	0	0	0	0	0	14	29	0	43
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				29
Recruited	21	7	0	28
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	11	10	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	12	0	4	5	0	30
M.Phil.	0	0	0	5	6	0	2	8	0	21
PG	0	0	0	5	13	0	8	17	0	43

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	6	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	33	0	50

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	17	0	24

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Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	12	18	0	30

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	945	25	24	38	1032
	Female	1690	48	18	18	1774
	Others	0	0	0	0	0
PG	Male	34	4	0	0	38
	Female	111	5	0	0	116
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	20	23	19	24
	Female	35	40	35	30
	Others	0	0	0	0
ST	Male	6	13	16	14
	Female	17	16	16	15
	Others	0	0	0	0
OBC	Male	101	135	142	176
	Female	295	311	337	360
	Others	0	0	0	0
General	Male	686	710	779	854
	Female	1292	1306	1401	1487
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2452	2554	2745	2960

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 3566

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	27	27	27

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2960	2745	2554	2452	2516

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
619	565	538	474	448

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
913	750	824	854	819

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
140	138	137	134	126

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
140	138	137	134	126

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 62

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
93.3	88.06	68.98	76.52	63.28

Number of computers

Response: 428

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

St Xavier's College pays utmost attention, through the adoption of various measures, to the holistic completion and execution of the prescribed curriculum and syllabus.

The Timetable Committee formulates, finalizes and communicates the timetable of the Institution much prior to the commencement of every academic year. This enables the Departments to plan their teaching schedule with greater flexibility and well in advance. The Departmental activities are also featured in the College Handbook enabling the students to obtain advance information about the various opportunities available for academic growth. During the course of the year, the Heads of Departments conduct regular meetings to ensure the smooth functioning of their Departments. The courses are assigned to the faculty members after discussions at Departmental meetings. The faculty members are expected to undertake a thorough analysis of the prescribed syllabus and draw up a Teaching Plan. The Plan contains a comprehensive outline of the syllabus along with competencies and learning outcomes that students would be expected to achieve upon completion of the course. The Plan is submitted to, and vetted by, the Head of Department who discusses it with the concerned faculty member and suggests changes, if necessary. After the finalization of the Teaching Plan, the Head of Department submits it to the Principal for approval. The College has also developed and adopted digital formats for accepting and verifying the Teaching Plan.

The faculty members deliver their lectures using various teaching-learning methods, keeping in mind their Teaching Plan. At the commencement of each semester, the faculty members discuss the syllabus with the students and encourage them to download the same from the University website in order to ensure transparency. The Heads of Departments regularly monitor the progress of the teaching programme. At the end of each semester, every faculty member is required to submit a 'Syllabus Completion Report', duly filled-in and signed, to the Head of Department. This Report, too, has been made available in a digital format. The Teaching Plan and Syllabus Completion Report are filed and retained by the Head of Department. Using the digital formats, the Institution plans to soon make the entire documentation process paperless.

The Online Students' Feedback form has a provision for the assessment of the faculty's handling of the syllabus along with the pace and quantum of completion. The feedback is made available to the concerned teacher. It's also perused by the Principal and any reported deficiencies are noted and discussed with the concerned faculty member.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 31.11

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	10	12	4

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 27

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Being an affiliated College the Institution functions within the curricular parameters set by Goa University. However, this constraint has not hampered the dissemination of gender sensitivity/equality, environment and sustainability, human values and professional ethics. Besides the courses directly dealing with such issues, the Institution also strives to inculcate these values through the activities undertaken by the NCC and NSS Units and the Clubs, Cells and Associations.

1. **Gender sensitivity**: Many B.A. courses deal, in some manner, with gender-related issues. Some courses, though, are focused entirely on this topic e.g. Women in Society (Sociology), Feminist Literature (Hindi), Feminist Criticism (Marathi), and Women's Studies (B.B.A. – Travel and Tourism). The Institution also offers Skill Enhancement and Generic Elective Courses e.g. Gender Studies (Political Science), Women's Issues and Women and Society in India (Sociology), Youth

and Gender Identity (Psychology), and Gender and Violence (Sociology). Besides, various Departments invite Resource Persons to speak about the said issues. Aiming to lead through example, the Institution provides equal opportunities to all students, irrespective of gender, in academic, co-curricular and extra-curricular activities. This has led to female students being elected to executive positions in the Students' Council which were traditionally in the male domain.

2. **Environment and Sustainability**: The Institution has initiated on-campus activities to ensure environment-friendliness. Also, special attention and seriousness are accorded to the "Environment Studies" course which every First-year undergraduate student has to compulsorily offer. Also, courses like Environment Ethics (Philosophy) and the Marathi books "*Jungle Che Dene*" and "*Raanbhool*" are floated as electives. Science departments undertake field trips for sensitizing students about environment protection. The Department of Botany organizes a "Plant of the Week" programme, wherein a specific plant is introduced to the students every week. The Department of Microbiology has planted indoor plants suited for air-detoxification. It also manages organic waste and generates compost. The Department of Chemistry has presented programmes annually on All India Radio on the themes "Preservation of Ozone layer" and "Green Initiatives in Chemistry". Many a Department permits online submission of assignments and course work thereby reducing paper usage.

3. **Human Values and Professional Ethics**: For the past few decades, the College conducts compulsory Value Education classes on a weekly basis with Resource Persons being drawn from the Institution and competent external sources. The curriculum of the Arts and self-financing Departments has courses with a significant component of value education and professional ethics. The Institution also offers courses like Modern Philosophy and Philosophy of Values (Philosophy), and Social Skills Etiquette and Corporate Interpersonal Skills (Sociology). Believing that "values are caught and not taught", all Departments strive to conduct their activities in a professionally-ethical manner. Themes based on ethics and human values are often selected while organizing events. The faculty members incorporate concepts related to ethical practice during their regular classes.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 28

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 28

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 3.34

1.3.3.1 Number of students undertaking field projects or internships	
Response: 99	
File Description	**Document**
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise	
A.Any 4 of the above	
B.Any 3 of the above	
C. Any 2 of the above	
D. Any 1 of the above	
Response: E.None of the above	
1.4.2 Feedback processes of the institution may be classified as follows:	
A. Feedback collected, analysed and action taken and feedback available on website	
B. Feedback collected, analysed and action has been taken	
C. Feedback collected and analysed	
D. Feedback collected	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	**Document**
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 3.67

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
180	119	93	55	52

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 89.98

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2960	2745	2554	2452	2516

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2940	2940	2940	2940	2940

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
619	565	538	474	448

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Institution undertakes many an effort to identify and address the needs of, both, slow and advanced learners. For programmes like B.Com (Accounting) and B.A. (Psychology), the marks obtained, by prospective students, at the previous qualifying examination are carefully considered at the time of admission. This screening process ensures, both, a suitable threshold level for admission and a general idea of the learning levels of the incoming students. At the commencement of the academic year, every First Year student has to attend an Orientation Programme where he/she is thoroughly acquainted with the nature and requirements of the respective programme of study and about the ethos, rules, regulations and facilities of the Institution.

Students are continually assessed through mid-term/internal tests, classroom quizzing, presentations, assignments etc. These methods help in identifying, both, slow and advanced learners. Upon this identification, the faculty take appropriate measures to cater to and address the special academic needs of such students.

Slow learners are encouraged to meet the faculty beyond class hours and are helped in the clearance of their doubts/difficulties and in the clarification of concepts. Some Departments conduct remedial classes on need-basis. Bridge courses are also conducted in order to help students better comprehend their subject matter and fill academic gaps, if any, in their prescribed syllabi. Besides, in case of need, faculty members refer slow learners to professional counsellors whose services are available on-campus. Special attention is paid to the needs of the international students. Apart from remedial classes in their respective subjects, special sessions on English speaking and writing skills are conducted by the Department of English for them. This results in an increase of their proficiency in English.

Advanced learners are encouraged to attend workshops and seminars, both, in the College and elsewhere.

The Institution facilitates their participation in relevant programmes thereby providing them with practical experience in their respective field of study. Endeavours are also made to provide such students with opportunities to acquire skills like public speaking, creative writing etc. which are beyond the scope of their regular syllabus. Academically-advanced learners are also encouraged to attempt scholarship examinations, aptitude tests and screening tests. Preparation for and participation at such events further hones the skills and enhances the knowledge of these students.

In some instances, members of the faculty employ the buddy system wherein students are paired and encouraged to undertake collaborative and co-operative learning. This pairing is done under two categories viz. advanced-advanced and advanced-slow. Faculty members employing this system have reported enhanced attainment levels among the participating students.

2.2.2 Student - Full time teacher ratio

Response: 21.14

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.07

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The Institution has endeavoured to create an environment which is conducive to learning. It is well-equipped with LCD projectors, language laboratory, Smart Classrooms (with interactive boards) and Wi-Fi connectivity.

Most of the faculty members employ the conventional lecture method as the main mode of teaching as it permits an in-depth exposition of the syllabus. The lectures are interspersed with classroom discussion and real-life/current examples which serve to bring the content "alive" *in situ.* Besides the lecture method, group discussion, role plays, subject-based quizzes and assignments, open book tests etc. are used in order to make the learning experience an interactive and participative one. Faculty members of the Departments of M.A., M. Com, M.Sc., B.B.A. (General), B.B.A. (Travel and Tourism), B.C.A., Mass Communication,

Journalism, Commerce, Psychology and Geography use the method of Case Study wherein, through participatory discussion-based learning, students develop skills like critical thinking, communication and group dynamics. The Departments of Psychology, Sociology, Economics, English, Portuguese and History also use group learning as part of their teaching repertoire. This permits students, with different learning levels, to develop problem-solving and communication skills in association with their peers. Recourse is also made to demonstration, animations and simulations in order to ensure that students properly assimilate the various concepts. Appropriate documentaries and films are used, by the Departments of Sociology, History, Hindi, Konkani and Philosophy, to enhance the understanding of the respective subjects.

Every Third Year student has to compulsorily undertake a Project paper. The faculty guide the students through the various stages and facilitate the successful completion of the Project. Considering the immense benefits offered by project-based learning, some Departments have introduced mini-projects for their students.

The Departments of Chemistry, Physics, Botany, Mathematics, Microbiology, Biotechnology, Sociology, Marathi, English, Konkani, M.A., M. Com, M.Sc., B.B.A. (General), B.B.A. (Travel and Tourism) and B.C.A. regularly undertake field trips and study tours. The trips and tours, which are made to organizations, industries, historical and ecological sites, educational institutions and research laboratories, help the students in grasping the practical aspects of various topics pertaining to their respective subjects. Students of the Departments of Chemistry, Physics, Botany, Microbiology, Mathematics, Electronics, M.A., M.Sc., M.Com, B.B.A. (General) and B.B.A. (Travel and Tourism) have to present subject-based seminars. These expose students to research activities leading to enhanced learning.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 85

2.3.2.1 Number of teachers using ICT

Response: 119

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 0

2.3.3.1 Number of mentors

2.3.4 Innovation and creativity in teaching-learning

Response:

The members of the faculty have adopted numerous innovative practices in order to foster a proactive, learner-centric and student-friendly approach. Judicious use of the rapid advances in educational technology has been made towards this end. New techniques have been blended and integrated into the teaching-learning process leading to an interactional approach. Various creative and student-friendly initiatives have been implemented resulting in enhanced student involvement in the learning process. At this Institution, the teacher is a facilitator rather than a provider of knowledge.

We briefly list herein-below the techniques that have been effectively utilized, by the faculty, in this regard:

- The Departments of Chemistry, Physics, Mathematics, Electronics, Computer Science, Botany, Microbiology, Economics and Biotechnology consistently use the concept attachment model, co-operative learning, blended learning, inquiry-based teaching, peer instruction method, peer support groups, field visits and research paper presentations.
- The Department of Physics also uses the demonstration method to explain certain theoretical concepts.
- The Department of Microbiology also conducts 'Microfestival' – a festival of fermented foods and an intra-departmental quiz festival entitled 'Fungi' which provide, both, hands-on learning and healthy competition among learners. The faculty members of this Department also use three-dimensional models to ensure effective communication of basic concepts.
- The Department of Botany often conducts lectures amidst natural surroundings with the objective of facilitating the acquisition of in-depth knowledge of flora, morphology and plant parts.
- The Department of Electronics uses Layout Drawing and PCB Designing, problem-solving, peer learning and Flipped Classroom C++ which supplement the prescribed curriculum. Besides, the faculty have designed and implemented various applications based on the existing practicals. Fabrication of Printed Circuit Boards, Arduino programming and demonstration-cum-training on 8051 help in enhancing the students' designing skills.
- The Departments of Mass Communication and Journalism expose their students to a variety of practical-oriented collaborations with media hosts during events like Goa Arts and Literature Festival (GALF). Along with the faculty, students also work on the newsletter 'Xavier's Post' and the YouTube channel 'Xavier's Buzz'.
- The Departments of B.B.A. (General) and B.B.A. (Travel and Tourism) use a myriad of techniques for effective teaching-learning viz., debates, quizzes, group discussion, interactions with entrepreneurs and executives, role plays, live projects, simulations, case studies, field and industry assignments, analysis of business articles and field trips.
- The Post-graduate Department of Psychology makes efforts to integrate practicum with curriculum through exposure-oriented programmes e.g. Camp Rainbow, Train the Trainer, interaction with children suffering from AIDS and specially-challenged children.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 22.72

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	34	31	29	23

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	

2.4.3 Teaching experience per full time teacher in number of years

Response: 11.9

2.4.3.1 Total experience of full-time teachers

Response: 1666

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 5.93

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	1	0	1

File Description	Document
Institutional data in prescribed format	

13-05-2019 12:42:13

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.08

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	3	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Since the Institution is affiliated to Goa University, the Rules and Regulations of the University need to be followed. During the current cycle of the Institution's NAAC assessment, the University has adopted the CBCS system from the academic year 2017-2018. Since this has been implemented in a phased manner, the CBCS and Semester systems are both being currently followed. Under both systems, each course has a Semester End Examination [SEE] (carrying 80% weight) and Intra-semester Assessment [ISA] (20% weight). The ISAs are conducted twice every Semester. Each student has to compulsorily appear for two such ISAs in each course failing which he/she is debarred from answering the SEE. For students who are unable, owing to genuine reasons, to appear for the requisite minimum number of ISAs, the Institution conducts the third and, (in very special instances), the fourth ISA.

A dedicated Examination Centre has been set up at the Institution. All examination-related activities are controlled, conducted and organized from this Centre. The Centre has facilities for safe storage, computation, photocopying and printing. Well-defined examination schedules are drawn up at the beginning of the academic year and communicated to the various stakeholders. These are strictly adhered to which leads to the timely declaration of results. Though the conduct of practical examinations at the First and Second Year levels are the responsibility of the respective Departments, the timetables are drawn up in consultation with the Examination Centre in order to ensure judicious management of time and resources thereby avoiding clashes of schedules and cancellation of theory lectures.

Considering the importance of record maintenance, the marks and results of students are backed-up, both, in soft copy and hard copy forms. The Examination Centre is the central repository of the back-up copies.

A computerized system, which has been developed in-house, has been put in place for deciding seating arrangements for the SEE. This system has significantly reduced the time and personnel requirements necessary for ensuring proper seating arrangements.

With effect from the academic year 2017-2018, results of First and Second Year students are being declared online. Students are allowed to view their results (which include marks in each course) by logging-in their institutional online accounts. The success of the computerized system can be gauged from the fact that the same has now been used at St. Joseph Vaz College, Cortalim-Goa.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Rules and regulations relating to examinations are clearly specified in the Handbook issued to each faculty member and student of the Institution at the commencement of the academic year. The time schedule of examinations, decided at the commencement of the academic year and communicated to all stakeholders, is strictly adhered to. Fixed durations of time are specified for the Intra Semester Assessment (ISA) which are conducted in two different modes one which is compulsorily a written test while the other may be a quiz, assignment, presentation, etc. A student must compulsorily appear for two ISAs in order to be eligible to answer the Semester End Examination (SEE). Students are allowed two additional chances to attain the minimum number of ISAs and are debarred from the SEE for non- compliance of the same. This practice conveys the seriousness of the Institution with regard to examinations. The scores obtained by students in ISA are communicated to them by the respective course teachers. An ISA Attendance Monitoring Committee oversees the conduct of ISAs using a computerised system, devised in-house, to perform this function. The Committee keeps track of the attendance of students at the ISA, lists those who do not possess the requisite attendance and submits it to the authorities for appropriate action.

The SEE of the first, second, third and fourth semesters is conducted by the Institution on behalf of the University. Schedules for paper setting are drawn up and strictly adhered to. Two different sets of question papers are drawn up for each course, cross-checked thoroughly and handed over, in sealed covers, to the Examination Committee. One paper, selected at random, is photocopied in required numbers for the conduct of the examination. Examination timetables are drawn up and communicated to the students in advance. Faculty are allowed a fixed duration of time for assessment depending upon the number of answer books. The mark sheets, along with assessed answer books, are to be returned to the Examination Centre within the specified time. The data pertaining to the scores are cross-checked by faculty for accuracy and entered into a computerised database by the office staff. Results are declared, both in hard-copy and online forms, on the pre-decided date. Students are permitted to verify their answer books, in accordance with prescribed university rules in this regard, within the prescribed time schedule. Such verification takes place in the presence of the concerned faculty members and competent authority (i.e. Principal / Vice Principal). Students who are dissatisfied with the assessment may, after the verification process, approach the Examination Grievance Committee for redressal. If necessary, the Institution gets the answer book re-evaluated by an external examiner.

A Supplementary Examination is conducted annually in May/June to enable students to clear their backlog papers of Semesters I to IV. The schedule of this Supplementary Examination is also strictly adhered to which enable timely declaration of results.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Being affiliated to Goa University, the Institution strictly adheres to the prescribed norms as regards grievance redressal. The following mechanisms are adopted for the College examinations (viz. Semesters I, II, III and IV) and University examinations (viz. Semesters V and VI):

- **College Examination**

The College Grievance Committee handles grievances in the following manner:

1. The Committee considers any written complaint by a student about the conduct of examination provided that (i) the complaint is submitted by the student within 15 days after the declaration of results; (ii) the complaint is accompanied by the prescribed fee of Rs. 200/- and (iii) the matter is referred to the Committee by the Principal. The Committee invites a reply to the allegations made by the student from the concerned party.
2. After considering the reply of the concerned party, the Committee recommends a course of action in writing to the Principal.
3. The Principal informs the student about the findings of the Committee and takes appropriate action including reassessment of the said answer book. However, if this exercise results in the reduction of marks, the original marks awarded to the student are retained.
4. In case the allegations are found to be false, a fine ranging from Rs. 200/- to Rs. 500/- is imposed on the student. If the allegations, made by the student, are found to be true, appropriate action as laid down by Goa University Ordinance OA-5.2.6 is initiated.

College Unfair Means Inquiry Committee

In accordance with the prescribed norms, the Principal appoints a 'College Unfair Means Inquiry Committee' (CUMIC) to investigate issues related to unfair means during college examinations. The Committee comprises senior faculty members. The CUMIC investigates such issues by following the procedure laid down by Goa University and issues a 'Show Cause Notice' to the student. The concerned student has to appear before the Committee and is afforded with an opportunity to present his/her defence. The Committee deliberates upon the issue and, in case of guilt being established, recommends the levy of the appropriate penalty upon the student as per OA-5.14.19. The Principal either accepts and implements the recommended penalty or, in the exercise of his powers under the appropriate Ordinances, reduces the same.

- **University Examination**

For Semester V and VI examinations, which are conducted by Goa University, the following mechanism is adopted:

1. Any grievances, regarding a question paper, are reported by student/s to the concerned faculty member who, in turn, informs the Principal in writing. The Principal discusses the issues with the faculty member and, based on the genuineness of the grievance, forwards it to the Controller of Examination, Goa University within three working days.

2. After the declaration of results, aggrieved students can apply for verification/revaluation through the College within the stipulated timeframe. The revaluation is conducted by the University.

3. In issues related to unfair means, the matter is reported to the Principal who, in turn, forwards the same to the Controller of Examinations, Goa University for further investigation and necessary action.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Goa University communicates the dates of commencement and end of semesters and vacations/breaks to the Institution. This is taken into consideration by the Institution while preparing its calendar of activities. Care is taken to strictly adhere to the prescribed minimum of 180 instructional days. The Institution prepares separate Handbooks for the undergraduate and post-graduate programmes which, besides other relevant Circulars, also contain details of the academic and cultural activities month-wise. The dates of ISAs and SEE are also printed in the Handbooks. The faculty members and students are provided with a copy of the Handbook.

Each Department has regular faculty meetings wherein courses and workload are allocated by the Head of Department. Each faculty member prepares a Teaching Plan keeping in mind the objectives, content and learning outcomes of the assigned Theory/Practical course. The teaching-learning process is continually monitored by the Head of Department.

The dates of filling-in of Examination Forms are announced on the Public Address System, displayed on Notice Boards and uploaded on the Institutional website. The lists of students who lack minimum (i.e. 75%) attendance and/or ISAs are prepared and displayed on the Notice Boards. Such students are debarred from appearing at the Semester End Examination.

The Timetable for the Semester End Examination of Semesters I, II, III and IV are prepared by the Examination Committee while that of Semesters V and VI and Post-graduate programmes are communicated by Goa University. These are displayed on the Notice Boards well in advance. Practical timetables are prepared and displayed by the respective Departments in consultation with the Examination Committee.

Answer books are evaluated and results are declared by the Institution as per the dates mentioned in the College Handbook. For the First and Second Year students, the dates for verification of answer books are decided and announced by the Examination Committee. Dates for revaluation, in the case of Third Year and Post-graduate students, are displayed on the Notice Boards and, also, announced on the Public Address System upon being notified by Goa University.

The Institution augments the teaching-learning process through cultural activities and Departmental events like seminars, workshops, study tours, educational visits, field trips, industrial visits etc. These are planned

and organized semester-wise in a manner that least affects the teaching schedule. Students are encouraged to participate actively in the same.

The work-culture at St. Xavier's College is adorned with punctuality, dedication, transparency, commitment, enthusiasm and diligence. This ensures that difficulties are seldom faced in adhering to the planned academic calendar while conducting examination and other activities.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

It is extremely important that both, the teacher and students are clear about the contents, scope and limitations, and the competencies expected to be developed as a result of undergoing a particular programme/course of study. This clarity helps the teacher to plan for and execute content-delivery in an efficient manner, while the learner is made aware of the standards that he/she is expected to attain.

Being an affiliated Institution, St. Xavier's College has limited opportunities for the design of the curriculum and syllabus. The methods of delivery and standards of attainment, though, are entirely at the discretion of the Institution and its faculty. In order to develop clear academic goals, and in keeping with its Vision and Mission, the Institution has made it mandatory for its faculty to formulate Course Outcomes (COs) describing what every student should be able to do at the end of any particular course. The COs have been formulated, after due deliberation, by the faculty member/s teaching each course. The COs have been vetted by the respective Head of Department and, after his/her approval, the same is communicated to the students at the commencement of the course. The Course Outcomes are also uploaded on the Institutional website for wider dissemination and ease of access. This exercise has been undertaken for all courses of the Old Course and for Semesters I, II, III and IV of the CBCS curriculum.

Each Department has also formulated Programme Specific Outcomes (PSOs) for the programmes conducted by it. These delineate the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon the completion of their undergraduate/postgraduate studies. Further, Programmes Outcomes (POs) have also been developed clearly enunciating the skills, knowledge and attributes expected to be possessed by a graduate/postgraduate at the time of his/her graduation. The PSOs and POs are also communicated to students at the appropriate time and are uploaded on the Institutional website.

File Description	Document
Any additional information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The level of attainment of Course Outcomes serves as a measure of the success of the teaching-learning process. St. Xavier's College tries to measure the level of attainment in, both, formal and informal ways. Since it is an affiliated Institution, the parameters laid down by Goa University are adhered to for the formal measurement. In keeping with the affiliating University's norms, the assessment of each course has Intra-Semester Assessment (ISA) [of 20% weightage] and Semester End Examination (SEE) [of 80% weightage]. The ISA component is administered through two different modes. Varying modes of ISA like tests, quizzes, PowerPoint presentation, assignments, report writing and seminars are permitted. Students need to answer a minimum of two ISA's in order to be eligible to appear at SEE. The marks obtained are analyzed by the concerned faculty member at the end of each course. These serve as a measure of the attainment levels of the students.

The consistently high pass percentages secured by the Institution's students, both, at the College and University levels point to the success of the teaching-learning processes.

Each student provides feedback at the end of the course. This feedback covers various aspects of the teaching-learning process. The emergent overall picture for the criteria which are specific to the said process, in the Teacher Evaluation Form, is reflective of the attainment of desired outcomes from the students' point of view.

Further, students of St. Xavier's College consistently figure in the List of Rankers declared by Goa University. Graduates/post-graduates passing out from the Institution are in high demand in the job market. These, combined with significantly higher numbers of students who progress to higher educational avenues and, also, qualify at various competitive examinations serve as a valid indicator of the high levels of academic attainment of the Institution.

2.6.3 Average pass percentage of Students

Response: 90.55

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 920

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1016

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.05

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 37.6

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.9	29.4	4.0	2.1	1.2

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 1.43

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.05

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 07

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 675

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The high levels of unemployment in India can be truly addressed only through entrepreneurship. The spirit of entrepreneurship is best kindled and nurtured during one's youth as it the phase of life when one is full of ideas and vigour. These ideas, if properly channelized, can bloom into profitable ventures. For, ideas contain the seeds of future research, innovations, discoveries, inventions and enterprises. With a significant proportion of its population being below the age of 35, India has a demographic advantage in this regard. If properly tapped, this advantage can yield a rich dividend in terms of explosive growth in entrepreneurial opportunities.

Recognizing its responsibility in providing students with the right opportunities for converting their ideas into business realities, St. Xavier's College has always informally promoted activities/events related to entrepreneurship. Faculty members attend relevant training programmes, seminars and conferences to keep themselves abreast of developments in the field of entrepreneurship.

St. Xavier's College has signed a Memorandum of Understanding with Centre for Innovation and Business Acceleration (CIBA), a Government of India-recognized Institution based at Verna, South Goa. Under its aegis, the College plans to 'create' five entrepreneurs during each academic year.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 18

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
09	01	04	01	03

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.24

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	06	04	06	05

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 0.27

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	10	11	00	02

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Strongly believing that no Institution should exist as an insulated island impervious to social concerns, St. Xavier's College reaches out to the neighbourhood and society. This outreach, which assumes many forms, is aimed at assisting the neighbourhood and sensitizing students about social issues and concerns. These initiatives help in forming responsible citizens and transforming society.

In order to realize the above objectives, the Institution collaborates with Government agencies and various Non-Government Organizations in organizing activities through which students are equipped with appropriate skills for their holistic development. The Institution also utilizes various extension activities of its N.C.C. and N.S.S. Units and its Cells, Clubs and Associations towards this end. Awareness of various social issues is created, among the campus community, through the conduct of Workshops, Seminars and Talks. In turn, students disseminate the inputs to the neighbourhood and the public at large through street plays, silent rallies, poster and essay competitions and debates based on socially-relevant themes like education, literacy, cyber crimes, pornography, alcoholism, drug addiction, crimes against women, gender

equality, rapes, bribery, corruption, consumer rights, responsibility citizenship, importance of ethical voting, love for nature etc. Sessions are also conducted for female students where they are taught self-defence techniques.

The N.S.S. Unit, in particular, organizes a myriad of activities including regular visits to old-age homes, orphanages, prisons and shelter homes for women in distress. During such visits, the faculty and students spend quality time interacting with the inmates and conduct activities to gladden their lives. Students also generously give of their time and money to help the downtrodden. Anti-plastic drives and distribution of self-made cloth and paper bags are regularly organized to sensitize the public and vendors about the ill-effects of plastic and for the promotion of eco-friendly lifestyles. Students also organize and actively participate in cleanliness drives at the campus and in the adopted villages. They annually clean the freshwater springs in the neighbouring village of Assagao. The Institution actively encourages the Swachh Bharat, Swachh City and Swachh Campus initiatives.

Students overwhelmingly participate in Blood Donation Camps as well. They also donate blood, in the event of blood shortages, at the Blood Bank of Goa Medical College. Often, in emergencies like accidents and surgeries, students either donate blood or share their Blood Donor Cards.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 3

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	1

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 176

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
35	35	36	39	31

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 39.89

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1542	1412	894	653	862

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 31

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	8	8	7

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	2	2	3

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

St. Xavier's College is well-equipped to cater to the instructional needs of its students. There are, totally, 61 classrooms and 16 laboratories at the Institution. Besides, it has dedicated offices for the N.S.S. Unit, N.C.C. (Boys), N.C.C. (Girls), IQAC, Placement Cell and Counseling Cell. The award of 'College with Potential for Excellence' status, in 2004, brought in its wake an accompanying grant of Rs. 60,00,000/- which was used for infrastructure up-gradation. Additional grants, received in 2008, were utilized for the renovation and up-gradation of seven laboratories of the Science Departments. The Institution also possesses a Seminar Hall (with accommodation for 500), an outdoor stage that overlooks the Mariano Saldanha lawns which can accommodate an audience of 1000, a Recreational Hall, a multipurpose St. Xavier's Ark (which can accommodate an audience of 1500), a Conference Room, a Committee Room and an outdoor Theatre Space. All the Science and Computer laboratories are equipped with the necessary equipment/apparatus in sufficient quantity for the conduct of practicals as prescribed by Goa University. The Institution also has a Media Centre and a Studio with latest audio/video facilities and an Instrumentation Centre with an X-ray Diffractometer.

All the classrooms, laboratories and the Seminar Hall have LCD projectors and Wi-Fi and internet connectivity. The faculty and students are provided with internet and Wi-Fi facilities without charge. The College has three broadband connections one of which is used exclusively for the self-financing courses. The Institution also subscribes to MSDN. The College has 428 desktop computers and 28 laptops. While the standalone computers have the latest Operating Systems, the networked computers run on Windows Server 2008. The computers are loaded with relevant software packages like CorelDraw, MS Visual Studio, ASP.NET, SQL Server etc. which enable students to keep abreast with the latest technologies and, thereby, equip themselves to face market requirements and competition upon the completion of their studies.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

St. Xavier's College strives to impart holistic education. The Institution has developed the requisite facilities in order to realize this objective.

Firmly believing in the adage *Mens sana in corpore sano* (i.e., a healthy mind in a healthy body), the Institution encourages its students to participate in sporting activities. It provides excellent sports facilities through (a) a **Gymkhana,** with an area of 180 square meters, having changing rooms, washrooms, sports equipment and kits, and the Sports Office; (b) a **Gymnasium/Fitness Centre**, established in 2018, with a treadmill and weight training equipment; (c) an **Indoor Stadium,** established in 2005 and admeasuring 820 square meters, with facilities for badminton, table tennis, chess, carrom, judo, krav maga, tennikoit,

boxing, indoor basketball and sepaktakro; (d) **Grounds** (viz., for football, handball, volleyball, basketball and an athletic track) totally admeasuring 3,500 square meters. The sports activities are organized and overseen by a Sports Committee comprising the Principal (*ex officio* Chairman), Director of Physical Education and seven members each drawn from the faculty and students. The sports facilities are open on all working days from 6:30 to 8:30 a.m. and 2:00 to 5:30 p.m. The facilities are also used by neighbouring schools for organizing their Sports Meets. Besides, members of the public also use the grounds for their morning/evening walks.

The College has adequate infrastructure for the conduct of its cultural activities. These include: (a) a **Seminar Hall**, set up in 1992 and admeasuring 350 square meters, which can accommodate 300 persons; (b) a **Recreational Hall**, set up in 2014 and admeasuring 301 square meters, with a seating capacity of 200; (c) the **Mariano Saldanha Lawns** with the outdoor stage, totaling admeasuring 450 square meters with seating capacity of about 1000; (d) an outdoor **Theatre Space** admeasuring about 100 square meters and capable of accommodating 100 persons; (e) the **St. Xavier's Ark** admeasuring 820 square meters with a capacity to accommodate an audience of 1500. The various Departments, Associations and Cells organize their activities in the above premises with the choice of venue being dependent on the availability, nature of event and number of participants.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 62

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 32.31

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
28.94	26.81	25.56	19.62	23.65

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Established, in 1963, at the inception of the Institution, the College Library is a veritable treasure trove of textbooks, reference books, dictionaries, encyclopedias, magazines, newsletters and national, international and review Research Journals. Its total collection presently comprises 69,716 books, 131 magazines and Journals, 2400 bound volumes and 3,500 CD/DVDs. It subscribes to all Goa-based and seven national newspapers. The Library, which is under CCTV surveillance, has a spacious reading hall and a separate stacking area. It operates under the Open Access System. Internet and Wi-Fi connectivity, scanning and photocopying facilities and a 24 x 7 UPS backup are available.

The functioning of the Library is fully automated through an Integrated Library Management System with NewGenLib (version 3.1.2) library automation software. The software has modules for Acquisition, Cataloging, Circulation, Serial Control and Administration. The modules can be briefly described as follows:

- The Acquisition and Cataloging modules generate accession register reports, add bulk students; records and update item lending and status.
- The Circulation module handles the issue, reserve and return of books. It has the capacity to generate reports regarding book borrowing, item inventory status, circulation status summary and transactions. Library barcodes are also generated, using this module, thereby simplifying cumbersome library procedures.
- The Serial Control module maintains records of print journals and tracks subscriptions.

The software, which also takes care of book renewal and offers search facilities, was procured from Venus Solutions, Hyderabad who also provide online and offline support for software-related issues, data backup and software maintenance through an annual membership.

An OPAC (Online Public Access Catalogue) link is provided to the faculty and students on the Institutional website. The digital library collection, rare books, open source books, question papers of previous examinations, college news etc. are made available through this link.

The College Library is currently ranked amongst the top ten in the country for the use of NLIST E-Resources. It was awarded the 'Best Library Award' by Directorate of Art and Culture, Government of Goa for the year 2015-16.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The Institution assiduously collects and maintains rare books, special reports, maps and such other knowledge resources which could benefit the faculty and students by enhancing their knowledge and assisting them in research endeavours.

The College has a significant collection of rare books which are maintained in the Rare Book Section. The books come from renowned publishers like Asia Publishing House, Methuen & Co. Ltd., Macmillan & Co. Ltd., W. Collins Sons &Co. Ltd., Machado and Costa, Typographia Universal, Marg Publications, Rajhauns Viaran, Livrarias Ailand E Bertrand, Companhia Nacional Editora, The Centenary Committee, Gerald Da Cunha and Architecture Autonomous, J. M. Dent & Sons Ltd. New York: E. P. Dutton & Co, Chatto and Windus, Eveleigh Nash, Motilal Banarsidass etc.

The College Library is also linked to the Rare Book Society of India (RBSI) website. The Rare Book Society of India, which is the first virtual space for rare book collectors and history buffs, permits the downloading, reading, discussion and re-discovery of 'lost' books. Having sourced its material from digital libraries such as The Internet Archive, Google Books and the online collections of various museums around the world, RBSI has curated its rare books and images and has presented them in a context that makes them relevant. Aiming to highlight the understanding that there is always more than one truth in history, it shows each piece as a part of a grander whole. Incidentally, on Indian history alone, the RBSI site has thirty-six broad themes including `Literature, music and dance of Ancient India', `India – After the advent of photography', `The Grand Mughals', `History of Mysore', `Hindu Empires of Southern India', `History of India's Trade and Industry', `Astronomy, Ayurveda, Yoga, Science and Mathematics in Ancient India' and `India – As seen by foreign travellers' etc. Each section if further classified into sub-sections like essays, books, paintings, rare manuscripts, maps and photographs, sculptures and videos. The site also includes rare images with corresponding descriptions, rare maps, manuscripts and old sculpture.

The RBSI link allows the faculty members and students to access the rare books, through LAN, in order to enrich their knowledge.

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 9.92

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.19	9.47	12.00	13.12	9.81

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 20.77

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 644

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Since IT resources are utilized for the smoother functioning of the Institution, regular maintenance and up-gradation of the same is ensured.

The network devices e.g. network adapters and switches of 8, 16 and 24 ports were upgraded in the year 2016. The computer network runs off the Windows Server 2008 Operating System which was installed and configured in 2010. The Firewalls for the server hardware (Cyberroam) was purchased in 2012 and is due to undergo up-gradation soon. The number of access points, which were originally installed in 2012, has continually and steadily increased. The Institution currently has a total of 11 Digisol and T-C Link routers. Closed Circuit Television (CCTV) cameras are installed at the campus for the enhancement of security. These were installed at the College Library premises, Office and Commerce buildings in November 2015, October 2016 and December 2016 respectively.

The Institution has an Identity Card (ID) printing machine. Identity Cards, for the staff and students, are generated by this device along with the barcode. These barcodes are used by the Library for its automated functioning through a Barcode Scanner which was purchased from Plexus Network in December 2016.

The College Library has requisite IT facilities to enable its users to consult electronic resources, NLIST E-Resources and catalogues such as OPAC (Online Public Access Catalogues). The staff and students have, respectively, 10 and 11 computers at the Library for internet access. Upon admission to the College, every student is provided with a Desktop Service account with a login name and password. This facility is also provided to the faculty and non-teaching staff. Internet and Wi-Fi connectivity is available without charge at the campus.

The Institution subscribes to a genuine Microsoft License. This contract is valid for three years, though the subscription fees are paid annually. Open Source software is renewed periodically. The College also periodically updates its Anti-virus software.

The Institution has a campus-wide intercom network. While the original EPABX system could handle a mere 25 lines, the present one, purchased and installed in December 2017, has a capacity for 200.

The Department of Mass Communication has purchased relevant equipment and single PC licenses matching industry standards. Latest software packages e.g. MS Visual Studio, CorelDraw, ASP.NET, SQL Server are also available.

The College first began subscribing to MSDN in 2007 through LDS Infotech Pvt Ltd. It has been renewed, in January 2019, through Juana Technologies.

The College has procured a new Panasonic Fax machine A4 (KXFP701) in February 2018. It also has a black/white and a colour photocopier which was, respectively, purchased in the years 2016 and 2018. The latter was procured under RUSA funds and is used for printing mark sheets and certificates.

4.3.2 Student - Computer ratio

Response: 6.92

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS**

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 32.38

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
37.25	27.87	16.62	23.00	22.89

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Institution has well-established procedures for the procurement and maintenance of its infrastructure.

Every Department periodically performs an inventory of its equipment and consumables. This enables the Department to repair any malfunctioning equipment, do maintenance checks/procedures and to initiate the prescribed procedure for replacement/procurement.

In the event of a Department wishing to procure some equipment involving a substantial financial outlay, it needs to send, through the Principal, enquiries to potential suppliers. A minimum of three quotations need to be compulsorily obtained which are, then, scrutinized carefully by a duly-constituted Scrutiny Committee. Based on the Report of the said Committee, orders are placed for the equipment.

As part of standard operating procedures, dedicated registers are maintained at the College Office for the registration of complaints/requests regarding repairs and maintenance of equipment. The registers are regularly monitored and the requests are regularly complied with.

Maintenance of physical infrastructure is regularly done under the aegis of a duly-appointed Administrator of the Diocesan Assets.

Funds released to the Institution due to the award of 'College with Potential for Excellence' have been judiciously used for the up-gradation of laboratories, computer facilities, seminar hall and classrooms, procurement of teaching aids, books and journals, library automation, and improved internet connectivity. An X-ray Diffractometer was also recently purchased using CPE funds.

The Institution has received funds under RUSA which have been utilized for renovation/repair of existing physical infrastructure (including staffrooms and washrooms) and for the construction of the upcoming Block 'E'.

Annual Maintenance Contracts (AMC) have been executed for various equipment and software e.g. photocopier machine, fire extinguishers. Microsoft Volume Licensing, network server, Firewall, 160KVA Power Generator and internet facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 5.1

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
101	183	149	155	82

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 10.19

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
281	266	267	329	199

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**

3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]()
Any additional information	[View Document]()
Link to Institutional website	[View Document]()

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 2.34

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
152	61	25	82	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]()
Any additional information	[View Document]()

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0.45

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	08	31	02	0

File Description	Document
Details of the students benifitted by VET	[View Document]()
Any additional information	[View Document]()

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document]()
Any additional information	[View Document]()

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 9.26

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
88	87	101	77	31

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 24.86

5.2.2.1 Number of outgoing students progressing to higher education

Response: 227

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 21.02

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	12	17	3	1

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
93	73	71	19	6

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 25

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	05	03	08	08

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

In accordance with the norms laid down by statutory authorities in that regard, the Institution has a duly-constituted Students' Council. It functions under the overall supervision of the Principal, Vice Principals, faculty representatives, the Cultural Co-ordinator and Cultural Co-coordinators. The members of the Students' Council are elected through secret ballot system by a simple majority of votes. Only students of the Institution are eligible to contest the elections. The Students' Council, so elected, has no political affiliation. The elected members elect from amongst themselves, the General Secretary, the Joint Secretary, the Cultural Secretary and the Sports Secretary. Besides, elections are also conducted for the positions of University Class Representatives who represent the Institution's students at Goa University.

The Students' Council, at its meetings, deliberates upon issues pertinent to the student community.

Besides, it also takes the lead in the organization of extra-curricular activities in the Institution which are aimed at promoting students' talents, creativity and skills. During such activities, the Students' Council shoulders many a responsibility like planning, organization, resource management, accountability and maintenance of discipline. The major events organized annually by the Students' Council are: 'Plus Points' (which is a three-day inter-class competition), 'Socials' and Teachers' Day.

The activities of the Council are funded by the Institution. Additional funds, if necessary, are mobilized through sponsorships.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 75.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
58	88	89	69	73

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni of St. Xavier's College have distinguished themselves in various walks of life. Keeping in mind the emotional bonds that connect alumni with their *alma mater*, the Institution has always maintained close ties with its past pupils. This symbiotic relationship was formalized in the year 2003 through the formation of the 'St. Xavier's College Alumni Association'. The Association has been registered under Societies Registration Act, 1860 with registration number 430/GOA/2018. The current membership of the Association is around 500. The membership of the Association, as per its Constitution, is of three types – Annual, Life and Patron. The alumni meet once a year at a 'Xavier's Reunion' that is generally organized in the month of December.

The alumni have always whole-heartedly supported the Institution and have contributed, in various ways,

to its academic and infrastructural growth. The support from the alumni can be gauged from the following:

- The College IQAC has an alumna/us as its member. This member keeps abreast of the progress and needs of the Institution and serves as a liaison.
- Alumni who have distinguished themselves in various walks of life are invited to interact with students, through guest lectures, talks etc., and share their experiences.
- Many an alumnus has been appointed, as faculty or administrative/support staff, at the Institution. Being conversant with the ethos of the Institution, they serve as a link between the generations of students. While discharging their duties, they ensure the organic conservation and continuation of the Institution's ambience and culture.
- Alumni have been invited as Chief Guests and Guests of Honour at various College events. Their presence and interaction, at such events, showcase their achievements and inspires the current students.
- A number of prizes and scholarships have been instituted by the alumni for meritorious and deserving students of the Institution.
- The Alumni Association has been active in raising funds for the completion of the under-construction Post-graduate Block.

BMX-Goa (a grouping comprising alumni of St. Britto's Boys' High School, St. Mary's Girls' High School and St. Xavier's College) organized an event entitled 'Reunion par Excellence' on 20th February 2017. On that occasion, as a token of respect and appreciation, a bronze bust of Rev. Dr Nicolau Gracias Pereira – an eminent educationist who served the Institution, as its Principal, from 1965 to 1991 – was donated and unveiled. The Alumni Association also organized events named e'X'Factor and e'X'Socials, respectively, on 14th October 2017 and 3rd December 2017. The objectives of the events were: (a) the renewal of the bonds of the alumni with their *alma mater*; (b) the provision of a platform for showcasing of the talents of the alumni; (c) generation of profits in order to institute additional scholarships for the benefit of underprivileged students. Both events were a grand success.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

St. Xavier's College has adopted **'Formation for Transformation'** as its Vision Statement which is elaborated in its Mission Statement that reads '**To provide balanced all-round education to young men and women to be disciplined citizens, who will display a high intellectual calibre together with emotional balance and social commitment and, particularly, at helping Catholic youth to be committed followers of Christ**'. The individual Departments have also formulated their Vision and Mission Statements thereby affirming their commitment towards fulfilling the goals of the Institution through means that are specific to their particular academic specialization and expertise. The Institution's constant, ceaseless and committed striving towards excellence in all spheres flows from the focused initiatives aimed at translating the Vision and Mission Statements into concrete realities.

The Diocesan Society of Education, which manages the Institution on behalf of the Archdiocese of Goa and Daman, considers education to be a cornerstone for the holistic development of society. Though the achievement of human excellence is its ultimate goal, it simultaneously addresses social concerns through a preferential option for the marginalized, disadvantaged and downtrodden sections of society. This is best reflected in the fact that the appointment of staff and admission of students, at its Institutions, are based on the principles of fairness and equity rather than considerations of caste, creed and domicile. In keeping with this policy, the Institution, though not legally obliged, has a significantly large number of students from the Scheduled Caste, Scheduled Tribes and Other Backward Caste sections of society on its rolls.

The Management plays a stellar role in supporting the Principal, the Vice Principals and the faculty in their endeavours. It also provides the requisite financial support for the infrastructural development of the campus. The faculty and non-teaching staff are encouraged and motivated to excel in their areas of expertise through opportunities for skill enhancement and updation. In turn, the staff reciprocates and responds to these gestures of unstinted support through their proactive creativity and commitment. The synergetic co-operation between the Management, Principal, Vice Principals, faculty and non-teaching staff has resulted in the Institution progressing by leaps and bounds and thereby acquiring a reputation for excellence.

6.1.2 The institution practices decentralization and participative management

Response:

The Institution functions under a decentralized and participative system of management which is visible at every level.

- The Governing Body of the Diocesan Society of Education, while formulating the overall policies pertinent to the Institution, grants operational and academic freedom to the Local Managing Committee, the Principal and Vice Principals to evolve and implement appropriate mechanisms and

procedures. Hence, guidelines and regulations pertaining to admissions, timetables, attendance, the conduct of examinations, discipline, training, library services, counselling, grievance redressal etc. are formulated at the Institutional level in a manner consistent with the policies of the Management and the norms and requirements of statutory authorities.

- The Heads of Departments are authorized to independently conduct the day-to-day functioning of their Departments. They, in consultation with the faculty members, assign workloads, plan Departmental activities, scrutinize and recommend the purchase of apparatus/equipment, frame timetables for practicals and practical examinations, organize study tours, field trips and industrial visits, arrange for internships / on-the-job training etc.

- The opinions of faculty and non-teaching staff are elicited and considered while deciding upon academic and examination-related matters. Meetings of faculty and non-teaching staff are regularly held and all relevant matters are deliberated upon. The staff members are represented on Cells, and statutory, administrative and examination-related committees. They are encouraged to exercise leadership through opportunities for organizing academic, co-curricular and extra-curricular activities and events. The Department of Physical Education and College Library enjoy operational autonomy, under the overall supervision of the Principal, with the aid and advice of duly-constituted committees.

- Being important stakeholders, the views of parents are elicited, both, informally and through the Parent-Teacher Association. Issues of general Institutional interest are discussed at the Annual General Body Meeting and the core committee meetings (which are convened at least four times each year). The suggestions of parents are considered and implemented wherever feasible.

- The IQAC monitors the overall functioning of the institution and continually suggests measures to enhance standards.

- The College Accountant is tasked with the responsibility of maintaining Institutional accounts, handling the disbursal of salaries and calculation of taxes. He also monitors the receipts and expenditure of the Institution on a regular basis.

- The administrative and non-teaching staff wholeheartedly support the functioning of the Institution. Under the overall supervision of the Principal, they have taken the lead in the administrative process like admissions, examinations etc. With their co-operation, the online process of admission, which includes the formalities of students' registration with Goa University, has been successfully implemented.

- The College Librarian is authorized to take decisions pertaining to the Library and delegate responsibilities to his support staff.

- Students are offered opportunities to develop and hone leadership skills through their participation in the Students' Council. They are also appointed as co-ordinators and representatives for various sports, co-curricular and extra-curricular activities.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

St. Xavier's College is committed to imparting quality education to its students. Keeping in mind the importance of having the right infrastructure for translating this commitment into a reality, the Institution has drawn a long-term Strategic Master Plan for the development of the same. The Plan, which has been

formulated considering the ample availability of land, is aimed at improving, the classroom, sports and research facilities at the campus. It is being steadily implemented phase-wise.

The institution is currently engaged in an ambitious project viz the construction of Block 'E' as the implementation of one of the items of its Strategic Plan. This will help cater to the evergrowing infrastructural needs of the campus. The four-storied structure, which was stated as a 'future plan' during the Third Cycle of NAAC Re-accreditation, is partly funded under Rashtriya Uchchattar Shiksha Abhiyaan (RUSA) and is fast nearing completion. When fully functional, it will have the following:

1. **Department of Biotechnology:** This will be housed in the basement of the Block. It will have two classrooms, spacious modern laboratories, a staff room and the Instrumentation Room.
2. **Post-graduate Department of Chemistry**: This will be located on the Ground Floor which will have a staff room, a Hall for cultural activities, a Rest Room for visiting faculty, Instrumentation Room, two spacious laboratories, and a Store Room. It will also have a parlour, elevator and washrooms.
3. **Post-graduate Department of Commerce**: This will be located on the First Floor which will also have provisions for classrooms, archives, staffroom and a Ladies' Common Room. The Floor will also have a Research Scholars' Room, Computer Laboratory, Library, First Aid Room, backup facility, Counseling Room, and washrooms.
4. **Abbe Faria Post-graduate Department of Psychology:** This Department will be housed on the Second Floor which will have a well-equipped Laboratory, two classrooms, a staff room, a Store Room and a Computer Laboratory.

Besides Block 'E', during the past four years, the following facilities have been constructed/renovated as per the Strategic Plan:

- **Recreational Hall**: With a seating capacity of 200, this facility is used to hold cultural programmes.
- **Renovated Commerce Staff-room**: The renovation of the Commerce Staff-room has made it spacious and more-amenable to teacher-student interactions.
- **Upgraded Common Rooms and washrooms**: The recently-constructed Boys' Common Room has fulfilled a longstanding need. It possesses spacious washrooms with adequate utility fixtures and water facilities. The Ladies Common Room has also been renovated. All washrooms across campus have undergone a major renovation.
- **Instrumentation Centre**: A new Instrumentation Centre has been set up. It currently has an X-ray Diffractometer along with ancillary facilities. Plans are afoot to equip it with Fourier Transform Infrared Spectrometer (FTIR), Gas Chromatography, HPLC, UV-visible Spectrometer, Cyclic Voltammetry apparatus etc.
- **Research Laboratory**: The Institution has provided spacious premises for the Chemistry Research Laboratory as the first step in the establishment of a full-fledged Research Centre.

File Description	Document
Any additional information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Institution's organizational hierarchy may be summarized as follows:

- It is owned and managed, on behalf of the Archdiocese of Goa and Daman, by the Diocesan Society of Education (DSE) with the Archbishop-Patriarch as the Patron. The DSE has a President, Secretary and Governing Body who exercise overall supervision over the Institution.
- In accordance with Goa University Statute SC-3 (ii), the Principal is the academic and administrative Head of the Institution and is directly responsible to the DSE.
- The Institution also has an Administrator who functions, inter alia, as a link between the Management and the Principal/staff.
- The Local Managing Committee functions as a Standing Committee of the Management and acts in accordance with the Statutes of Goa University.
- The Vice Principals, Heads of Department, IQAC Co-ordinator, Librarian, Director of Physical Education, Head Clerk and Accountant are directly accountable/report to the Principal.
- Assisted by the Vice Principals and others, the Principal oversees the functioning of the Institution, addresses issues arising from the external agencies and, through direct/indirect supervision, ensure the smooth operation of all processes.
- Heads of Department are permitted to take and implement decisions pertaining to their Departments in conformity with the IQAC policies and with the approval of the Principal.
- The College Librarian, along with his staff, is responsible for the smooth functioning of the Library.
- The Director of Physical Education oversees and monitors all the sports-related activities.
- The Accountant, with the staff of the Accounts Office, looks after the financial functioning of the College.

The Institution strictly adheres to the recruitment procedures specified by all statutory bodies (viz.UGC, Government of Goa and Goa University) to the extent applicable to Minority Institutions. The selection procedures are transparent and devoid of favour or discrimination.

The faculty members and non-teaching staff are governed by the service conditions specified by Government of Goa, Goa University and DSE. This includes promotions/career advancement, leave entitlement, medical reimbursements etc of the staff.

There is an effective grievance redressal mechanism for examination and gender-related issues. There is a duly-constituted Students' Council which deliberates upon issues relevant to the student community.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

St. Xavier's College conducts its examination, co-curricular and extra-curricular activities, and Institutional events through the constitution of Cells, Associations and ad hoc/statutory committees. Such events, *inter alia*, include Inaugural of the Academic Year, Cultural Inaugural, Patronal Feast, Annual College Day, Annual Sports Meet, Send-off for Finalists, National Days etc. The convenors of each such committee clearly demarcate and allocate responsibilities to the members (both, teaching and non-teaching). The committees meet as and when required to discuss pertinent issues and take appropriate decisions thereon. After the event/activity, a follow-up/review meeting is invariably held during which the organizational details are discussed threadbare and analyzed. Based on this analysis, decisions are taken that are implemented during the organization of such/similar events. This exercise has helped in fine-tuning the organizational process and introducing a degree of professionalism.

As an example of the review process – which is a hallmark of the Institution – we would like to cite the following:

During the academic year 2016-17, the Annual College Day was held on 10th December 2016 through the coordinated efforts of sixteen committees. The event was reviewed at a meeting which was conducted on 13th December 2016 and attended by the Principal, Vice-Principals and the convenors of the committees. The meeting made the following observations/recommendations:

1. Overall the programme was good. The Cells, Clubs and Associations were praised for their initiatives in selecting good quality items for the programme.
2. The audience was kept lively by the excellent compering till the end. The Comperes were praised.
3. NCC cadets gave an outstanding Guard of Honor to the Chief Guest and other dignitaries.
4. NCC unit also did a good job of traffic management, discipline on the campus.
5. NSS volunteers worked praiseworthy work of putting Flags, Arch, helping the sitting arrangements.
6. Though the sound system was excellent, the positioning of the band had to be elevated.
7. The stage lighting, while good, needed to be further improved to enhanced visibility and clarity.
8. Some of the prize winners were absent for the ceremony. In the future, all should be strongly encouraged to be present.
9. The canteen counters were required to be closed during the formal program.
10. The rear entry of the college leading towards the stage to remain closed to avoid disturbance to performances and prevent the echo of noise on stage.

The above recommendations were communicated to the respective convenors for the Annual College Day-2017 at the planning meeting that was held on 6th December 2017. The suggestions were implemented during the Annual College Day which was held on 16th December 2017 and the resultant improvements ensured the enhanced success of the event.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Institution has the well-being and satisfaction of its employees at heart. It endeavours to provide all possible welfare schemes thereby motivating and encouraging them to improve their performance and positively contribute towards to the growth of the Institution. The following are some of the welfare measures adopted towards this end:

1. Group insurance for employees.
2. Speedy processing of Leave Travel Allowance, leave applications, medical reimbursement, housing loans, withdrawals and advances from G.P.F.
3. Reimbursement of Child Education Allowance as per government directives.
4. Cars/two-wheeler parking.
5. Well-furnished restrooms.
6. Establishment of Health Club, health talks and medical check-up camps.
7. Fellowship/festal meals on various occasions.
8. Special one-day Sports Event/Fellowship day for the faculty and non-teaching staff.
9. Improved canteen facilities.

10. Full-fledged branch of Central Bank of India on-campus with ATM facilities.
11. Salaries are paid from Management funds in case of delayed disbursal by the Government.
12. Grievance Redressal Cell for complaints regarding sexual harassment of women at the workplace.
13. Free Wi-Fi/internet connectivity on campus.
14. Reserved washrooms for Ladies and Gents Faculty. These are regularly and well-maintained.
15. Reserved section at the Library for the faculty and non-teaching staff.
16. First Aid facilities.
17. Free counselling facility.
18. Support and assistance in pursuing higher studies.
19. The Institution provides three months' paid maternity leave to the faculty and non-teaching staff of the self-financed courses.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 9.88

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
23	16	07	08	13

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 8.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	03	05	04	13

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 12.52

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	31	09	14	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Considering the importance of continuous improvement in ensuring better teaching-learning opportunities, the Institution has a well-established mechanism for the evaluation of faculty performance. At St. Xavier's College, this assumes two main forms viz.;

Student feedback: The students are provided with an opportunity to evaluate their teachers after each Semester. In recent years, the IQAC has adopted a system wherein students perform this exercise online. Various parameters like communication skill, knowledge base, teaching abilities, punctuality, commitment, approachability and effectiveness are rated. The exercise provides the students with a sense of participation in the teaching-learning process and also helps in the improvement of quality. The feedback so-obtained is collated and provided to the faculty members who are expected to use the same while planning their Teaching Plan for the next Semester. The students' feedback is also scrutinized by the Principal who discusses the issues with the faculty and suggests measures for improvement.

Self-appraisal: At the end of each academic year, the faculty members fill in and submit, a Self-Appraisal Form documenting their academic and professional achievements, leadership roles held and extension services rendered. This introspective exercise aids the faculty in chalking out effective plans to strengthen areas of perceived weakness.   The Self Appraisal Forms are also used at the time of career advancement/promotion.

In case of need, the Institution organizes special programmes involving external Resource Persons in order to enhance the skills and expertise of the faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution strives to ensure total transparency and probity in all its activities. This is also visible in financial matters where resources are mobilized and used effectively, efficiently and judiciously.

The Institution regularly conducts an annual internal audit of its finances by a Chartered Accountant. The Audited Statements are vetted by the College Accountant and Principal. The internal audit report is placed before the Governing Body of the Diocesan Society of Education and copies are also submitted to Directorate of Higher Education, Government of Goa and Goa University.

External audit is conducted by Directorate of Higher Education, Government of Goa as per their procedures and schedules. The last such exercise was conducted in May/June 2012. Recently, the Directorate of Higher Education has initiated an external audit process which is currently in its initial stages.

There have been no major audit objections from, both, internal and external auditors. The internal audited Income and Expenditure Statements pertaining to academic and administrative activities for the financial years 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 and CPE and RUSA funds for the financial year 2017-18 are uploaded as 'additional information'.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 25.05

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10.61	4.84	5.66	1.96	1.98

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The operating budget of the Institution is adequate for its day-to-day expenses and maintenance of infrastructure. The Institution makes efforts to mobilize additional financial resources for infrastructure development and other activities. This is effectuated in a variety of ways some of which are:

1. The Parents-Teachers Association (PTA) and alumni contribute to various activities.
2. Business houses are approached for sponsorships and Corporate Social Responsibility (CSR) support.
3. Grants received under CPE and RUSA are utilized under the allocated heads of expenditure.
4. Incomes derived from students' fees and value-added courses are used for various purposes.
5. Sponsorships and donations from various sources are obtained and accepted for the conduct of student activities/events.

At the commencement of each financial year, the duly-constituted Finance Committee meets, deliberates and decides the budgetary allocation for various heads of expenditure. This proposed budget is placed before the Governing Body of the Diocesan Society of Education for approval.

Budgetary expenses are regularly monitored by the Principal and Accounts Section and course corrections, if necessary, are effectuated. At the end of each financial year, an internal audit is performed through a Chartered Accountant.

The Institution, therefore, mobilizes financial resources from various sources for its needs and employs them optimally, judiciously and transparently.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Institution has a vibrant and dedicated Internal Quality Assurance Cell (IQAC). Established in August 2005, the Cell strenuously strives to maintain high academic standards, and towards this end, evolves and implements appropriate innovations. The Cell meets regularly, deliberates upon relevant issues and takes decisions which, after approval of the Management, are vigorously implemented.

The following are two illustrations of IQAC decisions which have been implemented:

Feedback mechanism:

Besides interclass/intercollegiate competitions, Seminars/Workshops/Conferences, the Institution annually conducts Annual Day, Sports Day and National Day celebrations. With the aim of continually improving the conduct of activities, a serious review exercise is undertaken to comprehend the successes and shortcomings of each event. This is done through a formal review meeting and, also, through participant feedback which is collected via Feedback Forms. The responses are collated and, also, discussed at the review meeting. The suggestions are noted and duly implemented. As a result of longstanding experience from such reviews, a set of standing instructions has been evolved which have largely eased the process of organizing Institutional events.

Appointment of Information System Manager and a One Point collection of Data:

The imperative of maintaining records coupled with the voluminous quantum of the same prompted the IQAC to streamline the process of collection, collation and storage of data. It has also made it mandatory for faculty members, Cells, Clubs, Associations and Departments to submit their reports, on a continual basis, to a single collection point. The data are organized and digitally stored in appropriate folders. In order to handle this large amount of data, on the recommendations of the IQAC, the Institution has appointed an Information Systems Manager who also updates the College website on a daily basis. The said Manager also provides, upon due authorization, access to the stored data to concerned faculty members. This initiative has significantly reduced the use of paper

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Institution has implemented most of the recommendations made by the Peer Team during the Third Cycle of NAAC Re-accreditation. Besides, many improvement has been effectuated in the functioning of the Institution. As illustrations, we briefly describe two of these:

1. Plan of activity introduced as an integral part of the Handbook

Each Department regularly conducts co-curricular and extra-curricular activities during the academic year. It is now mandatory for the activities to be listed month-wise in the College Handbook. Besides, giving the IQAC an opportunity to track the various activities, it also disseminates the requisite information to all interested parties/stakeholder regarding the same. This endeavour has also permitted to spread out the activities so as to judiciously utilize space resources and prevent the cramping of events within a narrow band of time. It also makes it possible for students to plan, in advance, the activities that they would

participate in. Further, the Institution has conducted a review of the objectives and working of the Cells, Associations and Clubs and has thoroughly revamped them.

2. Adoption of a paperless approach to documentation

With the Swacch Bharat and Go Green initiatives in mind, the Institution has taken resolute steps to significantly reduce the usage of paper on campus. This, both, helps save trees and also reduces the amount of garbage. In this regard, the Institution has adopted a three-phase approach: (a) Staff records, reports and similar data will be, now, maintained in a digital format thereby reducing the need for hard copies, printouts and storage facilities; (b) The setting up of a Management Information System (MIS) will strengthen and streamline administrative functioning; (c) Evaluation of students will be digitally performed through introduction of Online Internal Evaluation. The first phase is already operational and plans are afoot to commence and implement the second.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 14.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
34	12	06	10	11

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The Institution has implemented most of the recommendations of the Peer Team made during the Third Cycle of Re-accreditation. Besides, the Institution has also made the following incremental improvements during the past five years:

1. The number of students seeking admissions has increased from 2109 to 3053.
2. The number of faculty members with doctorates has increased from 23 (in the academic year 2013-2014) to 37 (in 2017-2018). The number is presently 39.
3. Commerce Staff room and all washrooms have been renovated.
4. Block 'E' is rapidly nearing completion.
5. A Chemistry Research Laboratory has been established.
6. Classrooms have been upgraded. Technology has been introduced, in larger measure, in the teaching-learning process.
7. The use of case studies, field work, industry/institutional visits, internships, documentaries and films has increased.
8. Substantial monetary assistance has been received under Major (Rs. 28.95 lacs) and Minor (Rs. 20.90 lacs) Research Projects.
9. New value-added courses have been introduced.
10. Security at the campus has been enhanced through 184 CCTV cameras which have been installed at strategic locations.
11. The Department of Microbiology has started the practice of converting biodegradable waste into manure which is used in the gardens on campus.
12. Online facilities have been introduced for admission, attendance records, examinations and office procedures.
13. A software system has been developed in-house and implemented to contact students using SMS.
14. Students are permitted to make online choices regarding elective courses.
15. Faculty members and students are provided free and password-protected Wi-Fi and internet access on campus.
16. Access is provided to academic resources through INFLIBNET. MOOCs are used in some programmes.
17. The Institution is a member of the National Programme on Technology Enhanced Learning (NPTEL).
18. Flat-bed and bar code scanners and laser printer are now available.

19. The College Library has been automated. Access is also provided to more than 30,00,000 books through NLIST Consortium.
20. Separate offices have been established for Accounts and Examination-related matters.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 13

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	01	04	01	03

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

    1. **Institution shows gender sensitivity in providing facilities such as:**
        1. **Safety and Security**
        2. **Counselling**
        3. **Common Room**

Response:

Recognizing the fact that gender equality is a human right and a pre-condition for sustainable, people-oriented development, the Institution takes proactive measures to ensure gender sensitivity on campus. This is evident from the following:

(a) **Safety and security** – Besides, the security personnel paid for by the State Government, the Institution has appointed, from its own resources, additional personnel. This has enabled security personnel to be positioned at each of the four gates of the campus thereby enhancing safety and security. Closed Circuit Television (CCTV) cameras are strategically placed at various positions within the campus and the footage is regularly monitored. Entry to the campus is strictly monitored and restricted. On campus, the faculty, non-teaching staff and students are mandatorily required to wear their Identity Cards. This makes it possible to easily identify and maintain a check on visitors and strangers. The Institution has active 'Sexual Harassment at Workplace Cell' and 'Anti-ragging Cell' that monitor and handle issues related to sexual harassment and ragging on campus.

(b) **Counselling** – The Institution has appointed two qualified counsellors (one male and one female).

Their services are available on all working days. Students consult the counsellors with their academic, personal and stress-related issues. On many an occasion, faculty and mentors refer students to the counsellors. Many a student has positively benefitted from the counselling services.

(c) **Common Rooms** – The Institution has provided Common Rooms – one each, for boys and girls – at the campus. These possess all the requisite facilities.

Besides the above facilities, the Institution has implemented the following towards ensuring a culture of gender sensitivity/equality:

- The Institution has a dedicated 'Women's Cell' that organizes various activities and programmes on women-related themes.
- The Institution annually celebrates International Women's Day with relevant programmes e.g. a slogan contest on the theme 'Women's Rights, Women's Dignity' and a message board 'Writing on the Wall' with the tagline 'She believed she could, so she did'.
- Sessions on self-defence are regularly conducted for female students of all streams.
- The Department of Microbiology, in association with the Directorate of Health Services, Government of Goa and Rotary Club, has conducted a Seminar on 'Breast and Cervical Cancer Awareness Programme'.
- The Departments of History, Philosophy and Sociology along with Women's Cell have conducted a Seminar on 'Transcending the Glass Ceiling and Gender Stereotypes: Empowered Women in Goa.
- Posters are prepared and displayed by students on a Notice Board named "Her Story", on a monthly basis, highlighting achievements by women.
- As part of their curriculum, the Department of Political Science offers courses like 'Gender Studies' and 'Women's Issues and Women and Society in India', the Department of Hindi has 'Feminist Literature', the Department of Marathi covers 'Feminist Criticism' while the Department of B.B.A. (Travel and Tourism) offers an optional course on 'Women's Studies'.

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 1.94

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 4.9

7.1.3.2 Total annual power requirement (in KWH)

Response: 252.75

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 7.41

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1.9

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 25.65

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

St. Xavier's College has adopted and implemented requisite measures to properly and safely dispose of the waste generated at the campus. Since it can assume different forms viz, solid, liquid, gaseous or electronic, different appropriate methods are employed for handling and disposal. Steps are also undertaken to segregate waste prior to disposal. Wherever possible, dry waste is appropriately re-used. The Institution has an adequate number of dustbins strategically placed at various positions on campus. The waste from these bins is emptied and disposed of by the housekeeping staff, in collaboration with the local Municipal Council authorities.

The following methods are utilized for **solid waste management**:

- Paper: Sheets, which are printed on a single side, are re-used. Old printed/written upon sheets of paper are utilized for the wrapping of glassware during sterilization. Ultimately, the paper is sent for incineration.
- Cotton: Cotton plugs from flasks and tubes are re-used as swabs for table tops. Finally, they are incinerated.
- Stained TB slides: The slides are disinfected with 5% phenol. This is followed by decontamination in an autoclave and burial in soil.
- Glass/glassware: Larger bottles are re-used wherever possible. Broken bottles are segregated and disposed of separately.
- Plastic bottles: These are segregated and carried off by the suppliers; else, they are suitably handled by the house-keeping staff.

- Food/vegetable remnants: Such type of waste is used to make compost.
- Instruments: Non-functional instruments are collected and sold off to scrap dealers. Often, functional parts of otherwise-condemned instruments are collected and used for the repairs of other instruments.

Liquid and gaseous waste management

- Concentrated acids and chemicals, in liquid forms, are suitably diluted before their disposal.
- The amount of gases and chemical vapours generated by the laboratories of the Science Departments is minimal. The Department of Chemistry has two well-equipped fume hoods for the safe handling of harmful gaseous products.

E-waste management

- Unusable/condemned battery cells are stored in air-tight containers and, later, transported for disposal.
- The e-waste generated at the campus is handled and disposed of through the services of 'Global E-waste Management System' under a functional Memorandum of Understanding.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institution is deeply conscious of its responsibilities towards environment protection and conservation of water resources. For the past two decades, it has endeavoured to lead by example in the field of rainwater harvesting. With this objective in mind, despite the harsh topography, two deep pits with an area 46.16 square meters and 52.60 square meters. Rainwater from a substantial portion of the campus is directed to these pits thereby reducing run-off. The water collected in the pits percolates and helps in recharging ground water. The Institution also has a system whereby water from the rooftops is collected and stored in a tank admeasuring 108.5 square meters located near the College Library.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**

c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

The Institution has adopted many a green initiative. Briefly, these are described as hereinunder:

- Despite being situated on a rocky hilltop, the campus is verdant. This has been made possible through concerted and consistent efforts over the past fifty years. The campus possesses a rich diversity of flora comprising herbs, shrubs, climbers and trees. The campus also has well-maintained gardens and a rich collection of anthuriums. The abundance of floral diversity has made environs cool, serene and conducive for academic activities.
- The Institution has a Green House with many an indoor plant. The recently-renovated Orchidarium, with many species of orchids, is a joy to behold.
- The various trees and shrubs at the campus have been identified and bear appropriate name-plates.
- Regular tree plantation drives are organized at the campus. The existing trees are carefully maintained.
- Students and staff are encouraged to use public transport to reach the campus.
- Roads at the campus are pedestrian-friendly and provided with adjacent footpaths.
- The online admission and result-declaration have reduced paper usage.
- Efforts are currently being made towards ensuring paperless office procedures.
- Efforts are made to reduce/eliminate plastic use at the campus. During 'Canteen Melas' it is ensured that no plastic cups and plates are used.
- Students and staff are encouraged to carry water from home rather than using packaged mineral water. Water filters are also provided at the campus. These are regularly serviced and the water is checked, by Department of Microbiology, for potability.
- Students are encouraged to turn off the electrical devices (fans, fluorescent tubes etc.) and water taps when not in use.
- College publications are now being offered in online form thereby significantly reducing the number of printed copies.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 9.77

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
8.34	6.86	7.85	7.90	6.58

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 75

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
23	15	17	16	04

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]
Any additional information	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 23

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	4	8	1

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document]

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about

national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 78

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	19	15	6

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Conscious of its responsibilities in fostering the spirit of patriotism, national integration and communal harmony, the Institution diligently organizes appropriate celebrations on days of national importance.

Independence Day, Republic Day and Goa Liberation Day (December 19) are celebrated at St. Xavier's College with patriotic fervour and enthusiasm every year. On each such occasion, the programme includes the unfurling of the National Flag, rendition of the National Anthem and March Past by N.C.C. cadets and N.S.S. volunteers. During the programme, patriotic songs are sung, speeches are delivered (by students, faculty members and the Principal) and cultural items are presented on patriotic and socially-relevant themes.

The National Anthem is also sung at all official functions of the Institution e.g. Inaugural, College Annual Day, College Sports Day and at the conclusion of conferences/seminars conducted at the campus.

Birth/death anniversaries of national leaders are commemorated through activities like seminars, talks, street plays, cleaning drives, screening of movies and cultural programmes. The birth anniversary of Dr S. Radhakrishnan (September 5) is celebrated annually as 'Teachers' Day' at the Institution. On that day, students organize activities to express their affection, appreciation and gratitude towards the faculty. Gandhi Jayanti, Sadhbhavana Diwas, Premchand Jayanti, National Science Day, International Yoga Day, and the death anniversaries of Ravindra Kelekar, Bakibab Borkar and Dr A.P.J. Abdul Kalam are also celebrated.

In an attempt to foster national integration, besides English, morning prayers are recited in various regional languages too.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The Institution has put requisite mechanisms in place to ensure total transparency in all its functions. The mandatory disclosures, as prescribed by 'Right to Information Act, 2005', have been displayed on the Institutional website. The Assistant Public Information Officer (APIO), Public Information Officer (PIO) and First Appellate Authority (FAA) have been appointed and their names and contact details have been displayed as mandated by the said Act. All applications, for information, under the said Act are handled and disposed of within the stipulated timeframe.

The Institution has a duly-constituted Finance Committee that discusses and decides about financial matters and approves budgetary proposals. It makes budgetary allocations for the various Departments and activities of the Institution. Each Department discusses and decides upon the manner of expenditure of the allocated budget. The details are communicated by the Head of Department to the Principal for his approval. There is also a duly-constituted Scrutiny Committee for planning, deliberating upon and deciding purchases.

The Institution regularly conducts an annual internal audit of its finances by a Chartered Accountant. The audited Statements of Accounts are then submitted to (a) the Directorate of Higher Education, Government of Goa; (b) Indian Audit and Accounts Department, Porvorim, Goa; (c) Diocesan Society of Education (i.e.

the Management). The Directorate of Higher Education also conducts external audits of the Institution's finances.

The Institution has set up an Internal Quality Assurance Cell (IQAC) in order to ensure decentralized functioning. The decisions of the IQAC, which has representation from all stakeholders, are implemented by the Institution. Besides, various Committees are set up in order to ensure the smooth conduct of administrative, examination and academic activities.

The regularly-updated Institutional website, the College Prospectus and the Handbook contain relevant information regarding Rules and Regulations, Circulars, Ordinances, Departmental activities, scholarships etc. for the benefit of all concerned. Notices regarding all relevant issues are prominently and regularly displayed on Notice Boards at various places on campus. Besides, information regarding important/urgent issues is also publicized through announcements on the Public Address System. Parents and students are also informed through a Bulk SMS system about Institution-related issues and happenings.

The Governing Body of the Diocesan Society of Education and the Local Managing Committee are presented with timely and regular reports of all academic, administrative and financial matters.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

St. Xavier's College, during the past over five decades, has evolved, adopted, and implemented many a healthy practice. Such practices have improved the functioning of the Institution and added to its distinctiveness. We describe briefly two such 'Institutional Best Practices'.

BEST PRACTICE 1: Mentor-Mentee Programme

1. Title of the Practice: Mentor-Mentee Programme

2. Objectives of the Practice:

Mentoring seeks to offer support, guidance, encouragement and assistance to mentees while they endeavour to navigate through difficulties, face challenges and tackle problems. The relationship between the mentor and mentee is trusting and caring one. It necessitates the investment of time, energy and effort so that, through concerted initiatives, the desired attributes are developed in the mentee. Towards this end, the mentor should:

- Establish an environment of open interaction.
- Be readily accessible, interested, informal, friendly, while maintaining a professional approach.
- Be a good listener.
- Encourage expression of views other than his/her own.

- Understand the difficulties of the mentee.
- Be a positive role model, career guide and an honest advisor.
- Refer issues beyond his/her competence to appropriate experts.

3. The Context

College students are at a stage in life wherein they face a host of problems like academic issues, relationships, health-related issues, stress, financial issues, employment concerns etc. Often, their parents, friends, peers, educational attainment and experience are unable/insufficient to help them deal with these pressures. Also, due to varied reasons, students often do not confide their problems to anyone. These bottled-up problems can lead to emotional imbalance, disheartenment and frustration.

It is necessary to effectively channelize the potent energy of the youth through means that ensure creativity. This can be attained through the process of mentoring whereby the students are provided with academic and emotional support especially during their pursuit of higher education. Through their encouragement and guidance, mentors play an important role in nurturing the students' aspirations, preparing them for future challenges, building confidence in them, motivating them to undertake challenges and fostering their all-round growth.

4. The Practice

Our Institution has adopted a hierarchical approach wherein the mentees have one of their teachers as their mentor. The following are brief highlights of the mentoring programme as practised at St. Xavier's College:

1. Each faculty member is assigned with the task of mentoring around 20-30 of his/her own students.
2. A special time-slot with a designated classroom is allocated to each mentor for a formal monthly interaction with his/her mentees.
3. Mentees are required to provide, for the mentor's ready reference, a detailed personal profile listing their contact details, personal strengths and weaknesses, future plans etc.
4. During the formal interactions, mentors discuss issues like campus discipline, dress code, punctuality, attendance, examination preparation, non-tolerance of ragging, the undesirability of adopting unfair means at examinations etc.
5. Mentors also discuss issues like sexual harassment at workplace, role and availability of counsellors on campus, suicidal tendencies, cybercrime, confidence-building activities etc. Mentees are counselled about road safety, healthy lifestyles, cleanliness, Swacch Bharat campaign, conservation of water and energy, choice of careers. They are also informed about the various facilities and scholarships that are available.
6. Besides the formal monthly meeting, mentees are encouraged to regularly interact with their mentors and discuss any issues. Mentors keep track of the academic performance of the mentees and provide the necessary assistance/guidance in the event of poor grades. Buddy groups are often formed within the mentee-group in order to help the academically-weak students.
7. Mentors maintain a confidential data sheet about their mentees which details the mentoring activities rendered.
8. The overall programme is monitored by a committee comprising one coordinator and two faculty members from each stream. The committee assigns the mentees to each mentor and, also,

prepares/suggests inputs for each formal session keeping in mind students' needs and relevant current issues.

9. At the end of each academic year, mentees are required to provide their feedback on the various topics discussed during the formal interactions. Their suggestions are used, wherever possible, in the improvement of the programme's implementation.

5. **Evidence of success**

The success of the mentoring programme at our Institution can be gauged from the following:

1. Campus discipline has shown tremendous improvement. The incidence of ragging and sexual harassment has been almost eliminated on campus.
2. Students' dressing sense has tremendously improved.
3. Student behaviour, self-esteem and confidence have shown further improvement.
4. There has been a marked improvement in academic grades and a higher number of students have gone in for higher studies.
5. A greater number of students have approached the counsellors, both, upon their own initiative as well as through the intervention of the mentors.
6. Health consciousness of students has improved in terms of their eating habits and the reduced use of plastic in daily life.
7. Stronger relationships have been forged amongst students/peers, faculty and parents.
8. The almost hundred per cent attendance for the formal monthly sessions and the students' positive feedback/suggestions regarding the programme are themselves, the most potent indicators of its success.
9. Through concerted efforts of the mentors, the campus is almost litter-free. Garbage bins, placed at strategic spots, are used by students/mentees as per directions leading, also, to dry and wet waste segregation.
10. Students take the initiative to turn/switch off taps, lights and fans when not in use.

6. Problems encountered and Resources required

Though dependent on a large number of factors for its success, the programme has, by and large, attained its objectives. But, admittedly, it functions under the constraints listed below:

1. Since the formal monthly sessions are conducted simultaneously for the mentees stream-wise, it is difficult, on account of space constraints, to allocate a separate classroom to each mentor.
2. Mentoring is a specialized effort. Requisite training needs to be imparted to the faculty in order to further increase their effectiveness.
3. Given their busy schedules and pre-occupation with academic and administrative activities, our faculty sometimes find it difficult to devote adequate additional time to their mentees.
4. Given the large student strength, it is difficult to entertain requests for allocation of a specific faculty member as a mentor.

7. Notes

The success of the mentoring programme at our Institution can be mainly attributed to the altruistic inclinations of our faculty members. This leads them to take a keen interest in guiding and assisting their mentees outside, and beyond, the normal classroom setting. The opportunities for informal interaction, additional attention, motivation and support, afforded under the aegis of the programme, have also ensured the enthusiastic participation by the mentees. Besides, the proactive monitoring by the implementation committee has played a significant role in its consistent success.

BEST PRACTICE 2: Value Education Programme

1. **Title of the Practice: Value Education Programme**
2. **Objectives of the Practice:**

In keeping with its vision of 'Formation for Transformation', the Institution has introduced and regularly conducts value-based educational sessions. In fact, the Institution considers such sessions to be an indispensable component of its curriculum.

The main objectives of this practice are:

- The inculcation of human, social and moral values.
- The building of the character of students.
- Development of well-balanced, socially-responsible and well-rounded individuals in order to make society more democratic and cohesive.
- The empowerment of students so as to achieve personal fulfilment and, success in life and at work.
- The development of respect for the dignity of individuals irrespective of caste, creed and gender.
- The installation, in students, of the values of love, empathy, caring, sharing and compassion leading to harmonious and humane relationships.

3. The Context

"Today, when material ideas are at the height of their glory and power, today when a man is likely to forget his divine nature, through his (growing) dependence on the matter, and is likely to be reduced to a mere money-making machine, an adjustment is necessary".

The above words of Swami Vivekananda are timeless indeed. Value education is a tool to bring about the adjustment that needs to be made in order to form well-rounded individuals. It is imperative, therefore, for value education to be included as an intrinsic component of the curriculum. This necessity arises from the fact education is the main agency for individual transformation and social change. Inputs provided by an Institution, therefore, have a bearing in ensuring strong foundations for society. A sound value education programme would be beneficial to students in comprehending and imbibing values to guide daily lives and thereby ensuring their holistic growth and assisting them in meeting the challenges of contemporary society. Such sessions should be treated as 'empowering tools' rather than media for the dissemination of theoretical concepts.

Though the installation of value systems is primarily a parental and familial responsibility, St. Xavier's

College, in keeping with its Vision and Mission, has always strived to impart value education to its students.

4. The Practice

1. Apart from the informal modes through which values are imparted, a dedicated time-slot is allotted every week (i.e. on Tuesdays) for formal Value Education sessions. Classrooms are specially earmarked for this exercise in the Institutional timetable. This well-defined time and infrastructural arrangement is evidence of the importance attributed to this endeavour by the Institution.
2. A well-defined curriculum has been drawn up for the sessions through a conscious, well thought-out and deliberate process.
3. The Resource Persons are carefully chosen, for their expertise, from external sources and, sometimes, from amongst the faculty too.
4. During the sessions, the emphasis is laid on aspects of positive living and humane behavioural traits.
5. The programme also has sessions on addictive habits, manners and etiquette, stress and anger management, gender equality, problems of adolescence, nation-building, good governance, forgiveness, integrity and humility.
6. The Institution also collaborates with Kripa Foundation – an N.G.O. that works towards the welfare of youth and seeks to transform their lives positively. As part of the collaborative effort, awareness drives are held especially on issues related to addictions.
7. The Institution has supplemented Value Education sessions through (a) a full-day Workshop on 'Personality Development' conducted, for Final Year students by Fr. Savio D'Souza (Director, Diocesan Family Centre, Margao) and his team in March 2018; (b) Street plays to encourage responsible voting at elections; (c) a special programme titled 'Human Values Development' organized, at the campus, by All India Association for Christian Higher Education (AIACHE) in association with Centre of Value Education for Dialogue and Peace on 23rd September 2015.

5. Evidence of success

1. Parents and students have always appreciated the efforts of the Institution in conducting the Value Education sessions. The high levels of attendance for the sessions are evidence of the importance attached by the student community towards this endeavour.
2. Positive changes in the discipline, behaviour and attitudes of students have been continually observed. Such changes are especially visible during the cultural, and other, programmes organized at the Institution.
3. Alumni, during their interactions, always emphasize the important role played by the Value Education sessions in developing self-confidence and a holistic vision towards life and profession. They attribute their success in life and at the workplace, in a large part, to the inputs gathered through the programme.

6. Problems encountered and Resources required

The success of the programme is dependent on the judicious symbiosis of many a factor. It is the fruit of consistent efforts aimed at developing well-rounded human beings. The organization of this endeavour at such a massive scale undoubtedly faces constraints some of which are:

1. The Institution generally avails of the expertise of competent Resource Persons from external sources for the conduct of Value Education sessions. When, due to unavoidable reasons, the Resource Persons are occasionally unable to visit the Institution, in-house faculty need to substitute them at very short notice. This is, on rare occasions, not possible leading to the cancellation of some sessions.

2. Students need to be divided into fresh divisions for Value Education sessions. This is especially seen in the case of the Arts and Science streams where students are, otherwise, divided subject-wise.

3. Non-availability of adequate classrooms leads to larger student strength in individual divisions for the Value Education sessions. This results in diminished personal interactions between the Resource Person and students.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The distinctiveness of the Institution can be best explained by its Coat of Arms which, apart from the Latin motto '*In virtute et scientia'*, has a lion, sailboats, a Cross, a book-stand, a shield and palm leaves. The lion represents courage that is sought to be instilled in students, the sailboats signify the spirit of adventure during their journey over the sea of life, the Cross and bookstand mark the pursuit of virtue and knowledge while the shield and palm leaves symbolize the victory of good over ignorance and evil.

The Coat of Arms, adopted well before the crystallization of the Vision and Mission Statements, showcases the perennial striving at St. Xavier's College to prepare its students for not just examinations, but for the journey of life. The Institution seeks to constantly impress upon students the importance of navigating through that journey using knowledge, virtue, courage and an adventurous spirit as the guiding lights. With this goal in mind, the Institution uses all means at its disposal to encourage the growth of personality and character. It provides educational opportunities without favour or discrimination. It empowers students to successfully face the challenges of life through quality education.

To translate the goals into reality, the Cells, Clubs and Associations have launched several outreach initiatives in order to build a spirit of empathy and social concern. All-out efforts are made to equip students with the necessary soft skills that enhance their overall development and personality. The College has a thriving and lively campus ambience which emanate, *inter alia*, from the extra and co-curricular initiatives.

Long before 'value education' became buzzwords in the domain of higher education, St. Xavier's College has been conducting its regular and well-planned Value Education sessions based on age-appropriate and socially-relevant topics. In recent times, this endeavour has been supplemented by a robust mentor-mentee programme.

The Institution, today, has a well-established reputation of forming well-groomed, knowledgeable and disciplined individuals who, with their qualities of mind and heart, act as the leaven of society.

In essence, the Institution prides itself in shaping the moral fibre of society through the students nurtured within its portals.

5. CONCLUSION

Additional Information :

During the Third Cycle of NAAC Re-accreditation, the Peer Team had identified some of the weaknesses and challenges of the Institution and had made suitable recommendations. Through focused efforts, most of these have been addressed by the Institution viz.,

* The number of faculty members possessing doctorate degrees has significantly increased.
* A Memorandum of Understanding has been signed with Directorate of Higher Education, Government of Goa for the establishment of a Research Centre Cluster.
* Faculty members have secured a higher number of Major, Minor and Collaborative Research Projects.
* A greater amount of funding has been mobilized for research.
* An Instrumentation Centre has been established through CPE funds.
* Placement services have been strengthened.
* Study tours, field trips, industrial visits and collaborative activities are now routine practices.
* Robust counselling, during the admission process, has resulted in a more equitable distribution of students across the various programmes.
* Programmes, which previously had a relatively lower number of students at the Final Year level, have experienced a marked increase in student strength.
* Practical-oriented training is imparted through value-added and add-on courses in order to develop global competencies in students.

Concluding Remarks :

In conclusion, St. Xavier's College provides a dynamic and stimulating environment for the intellectual and all-around personal growth of its students, faculty and non-teaching staff. Its abiding concern for, and commitment towards, quality sustenance and enhancement lead to sustained efforts for the continual improvement of the teaching-learning process and encouragement of research activities. Through those efforts, the Institution stands lofty, firm and tall – a beacon of light, a seat of wisdom and a centre of excellence – on the educational landscape of the State of Goa.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>12</td><td>8</td><td>13</td><td>15</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>11</td><td>5</td><td>10</td><td>12</td><td>4</td></tr></table>
2.3.3	Ratio of students to mentor for academic and stress related issues 2.3.3.1. Number of mentors Answer before DVV Verification : 121 Answer after DVV Verification: 0 Remark : The attached document is incorrect as it provides details of students from other states.
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>6</td><td>2</td><td>1</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>5</td><td>1</td><td>1</td><td>0</td><td>1</td></tr></table>
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and

Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
09	02	04	01	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
09	01	04	01	03

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	06	04	06	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	06	04	06	05

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	15	01	02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	10	11	00	02

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
07	02	05	02	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	01	04	01	03

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: C. At least 4 of the above
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23	15	17	16	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
23	15	17	16	04

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations