



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

Part A	
<b>Data of the Institution</b>	
<b>1. Name of the Institution</b>	ST. XAVIER'S COLLEGE
Name of the head of the Institution	Rev. Dr. Jeronimo D'Silva
Designation	Principal (in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	832-2250705
Mobile no.	8888657331
Registered Email	xavierscollege1963@gmail.com
Alternate Email	xavreports@gmail.com
Address	Xaviernagar, Mapusa, Bardez, Goa 403 507
City/Town	Mapusa
State/UT	Goa
Pincode	403507

<b>2. Institutional Status</b>																																					
Affiliated / Constituent	<b>Affiliated</b>																																				
Type of Institution	<b>Co-education</b>																																				
Location	<b>Urban</b>																																				
Financial Status	<b>Self financed and grant-in-aid</b>																																				
Name of the IQAC co-ordinator/Director	<b>Dr. Ubaldina Noronha</b>																																				
Phone no/Alternate Phone no.	<b>08322262356</b>																																				
Mobile no.	<b>9823182968</b>																																				
Registered Email	<b>xavierscollege1963@gmail.com</b>																																				
Alternate Email	<b>xavreport@gmail.com</b>																																				
<b>3. Website Address</b>																																					
Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.xavierscollege-goa.com/wp-content/uploads/2018/12/AOAR-2017-18-1.pdf">http://www.xavierscollege-goa.com/wp-content/uploads/2018/12/AOAR-2017-18-1.pdf</a>																																				
<b>4. Whether Academic Calendar prepared during the year</b>	<b>Yes</b>																																				
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="http://www.xavierscollege-goa.com/wp-content/uploads/2021/02/Academic-Calendar-2018-19.pdf">http://www.xavierscollege-goa.com/wp-content/uploads/2021/02/Academic-Calendar-2018-19.pdf</a>																																				
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<b>6. Date of Establishment of IQAC</b>	<b>13-Aug-2013</b>																																				

## 7. Internal Quality Assurance System

### Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
emerging trends in education and research	17-Oct-2018 2	120
session on increasing student participation in the lecture	24-Aug-2018 2	120
session on sensitization as a tool for a conducive learning environment	12-Jul-2018 2	120

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## 8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
St Xavier's College	salary grant	state	2019 365	214600944
NSS	grant	state	2019 0	17240
NCC	grant	state	2019 0	9000
Dr Mathias Bosco Lawrence	grant	ugc	2018 1095	45000
Dr Reshma Raut Desai	grant	ugc	2018 1095	45000
St Xavier's College	salary grant	state	2019 365	214600944
NSS	grant	state	2019 0	17240
NCC	grant	state	2019 0	9000
Dr Mathias Bosco Lawrence	grant	UGC-DAE-CSR	2018 1095	45000
Dr Reshma Raut Desai	grant	UGC-DAE-CSR	2018 1095	45000
Dr Hari Kadam	grant	SERB	2019 1095	550000
St Xavier's College Seminar	grant	DSTE	2018 1	100000
St Xavier's College GEOFEST	grant	DSTE	2018 1	95000
St Xavier's	grant	DSTE	2018	100000

College Seminar			1	
No Files Uploaded !!!				

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	5
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>
Best College in Commerce award recieved by GCCI College has signed MOU for Cluster of College for Research Centre College awarded best college in Sports for Women by Goa Univeristy and GENO Internships, field visits, study tours introduced for all classes and revamp of Cells and ASSociations for better streamlining of activities Foreign student exchange programme initiated with Bretagne, France.
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<b>13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year</b>								
<table border="1"> <thead> <tr> <th>Plan of Action</th> <th>Achivements/Outcomes</th> </tr> </thead> <tbody> <tr> <td>to introduce the first foreign student exchange programme</td> <td>achieved</td> </tr> <tr> <td>to intiiate the process for cycle of NAAC</td> <td>achieved</td> </tr> <tr> <td>to encourage research activites for staff and having research guides for</td> <td>achieved and two guides appointed from Chemistry dept</td> </tr> </tbody> </table>	Plan of Action	Achivements/Outcomes	to introduce the first foreign student exchange programme	achieved	to intiiate the process for cycle of NAAC	achieved	to encourage research activites for staff and having research guides for	achieved and two guides appointed from Chemistry dept
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to intiiate the process for cycle of NAAC	achieved							
to encourage research activites for staff and having research guides for	achieved and two guides appointed from Chemistry dept							

the Research cluster	
to introduce cells that exclusively handle soft skills for final year students	achieved and on going
to introduce certificate courses managed by departments	achieved
No Files Uploaded !!!	
<b>14. Whether AQAR was placed before statutory body ?</b>	No
<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>	Yes
Date of Visit	15-Jul-2019
<b>16. Whether institutional data submitted to AISHE:</b>	Yes
Year of Submission	2020
Date of Submission	29-Feb-2020
<b>17. Does the Institution have Management Information System ?</b>	Yes
If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)	<p>The MIS of the College has the following main components/systems: 1. Online Admission . 2. Attendance records. 3. Examination. 4. Faculty / College Feedback from students. 5. Communication System using SMS, Email</p> <p>Students, faculty and office staff are provided credentials that enable them to login into the MIS. The Admission System provides student and subject data to the Attendance System. Interfaces are provided to departments to create divisions of students for various courses and assign faculty for the divisions/batches. The attendance sheets, used by faculty to take class attendance, are generated by the system in pdf format. At the end of every month, the faculty enter the cumulative attendance of lectures of each student for his lectures of the particular course, into the MIS. The system generates Attendance reports that show the percentage of lectures attended for an individual month alongwith</p>

cumulative reports upto that particular month. The computed percentages of attendance are displayed to the students in their login accounts. The Communication System is utilized to inform the students and the parents about the attendance status of students. This helps students in complying with the Goa University stipulation whereby only students possessing a minimum of 75 attendance are eligible to answer SEE. The Attendance module also generates the monthly attendance records of the international students to be submitted to the Police, as per prescribed rules. The college has a Learning Management System (Moodle) which needs data in CSV format for purposes of setup and student enrolment. The CSV files, needed by Moodle and the Library's NewGenLib software, are generated by the Attendance module. The library software is synchronized with the MIS whereby students are intimated, via email, about book issue and return. Software code for the Examination System module has been recently rewritten enabling it to handle the latest CBCS curriculum. It also possesses features that permit automatic allocation of students to examination blocks. Inter alia, it generates schedules for each block, mapping students' roll numbers to the available seating capacity. All reports that need to be filled in at the examination block (e.g. signature report, attendance report) are generated by the software. Examination results are declared online and made available via students' login. Faculty are provided with bar chart and pie chart analysis of students' performance. Similarly, administrative staff prepare scholarship and prize lists based on merit lists created by the software. Statistical reports of students' performance are generated caste and genderwise as required by the Government. The Examination system has a submodule named "ISA Defaulters" wherein faculty upload details of students who have not completed the minimum prescribed number of ISAs. The software, then, generates the report of ISA defaulters who, as per University statutes, are debarred from attempting

the SEE. The MIS has a component whereby students provide Institutional and faculty feedback based on a set of welldefined parameters whose graphical summary is provided to each faculty member. Parents and faculty are also permitted to provide feedback regarding various aspects pertinent to the Institution.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The college timetable committee prepares the schedule of timetable keeping in mind the class strength, availability of classrooms and the same is displayed, enabling teachers and students to have a consistent schedule in place. Regular departmental meetings are held and the Head of Department plans along with other faculty members activities of the department, along with teaching plans and at the end of each semester the syllabus completion report. The academic activities of the department are listed month wise on the college handbook. The faculty use various means to transfer knowledge to the students by the traditional classroom aids, LCD, field trips and so on. The efficiency of the teaching methodology adopted is also assessed via the student's feedback form at the end of the academic year.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
<b>No Data Entered/Not Applicable !!!</b>					

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
<b>No Data Entered/Not Applicable !!!</b>		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA (Journalism)	Nill	15/06/2018
BBA	Nill	15/06/2018
BCom	Nill	15/06/2018
BCA	Nill	15/06/2018
BSc	Nill	15/06/2018
MA	Nill	01/07/2018

MCom	Nil	01/07/2018
MSc	Nil	01/07/2018
BA	Nil	15/06/2018

### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

## 1.3 – Curriculum Enrichment

### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
bridge course on graphical representation of scientific data	10/07/2018	146
mycology and its application	08/11/2018	27
mushroom cultivation	30/08/2018	5
cultivation of oyster mushrooms	31/07/2018	58
wine making	14/08/2018	45
No file uploaded.		

### 1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSc	chemistry	5
BSc	botany	26
BSc	biotechnology	7
BSc	microbiology	45
No file uploaded.		

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	Yes

### 1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The feedback forms are summarised to check for lapses and treating the same as opportunities for improvement. Accordingly, students feedback for a particular teacher is made available to the teacher via the teachers log in portal on the college website. Lacking amenities are stepped up. The staff feedback is assessed to understand where the support for improvement of teaching experience



can be enhanced, be it sponsorship towards seminars, conferences or teaching aids. Alumni are used as a gauge to know what are the current trends in the industry. and Parents feedback is considered in improvement of administrative as well as academic areas.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	2965	142	142	11	4

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
Nil	119	5	61	2	5
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The college has a mentor-mentee programme wherein each teacher is assigned 20-25 students to address students concerns that may go undetected during the normal course of instruction in class. Among these concerns, teachers often address students apprehensions, suggestions regarding the curriculum and future career prospects. there are formal interactions scheduled once a month, however, the students are free to meet their mentors as and when they need to in informal contexts. Gauging the feedback from students, faculty often arrange for alumni to come and engage with their students with regard to scope in the industry that is currently prevalent or those alumni who have gone to higher studies. These interactions become very vital to students in the academic life. The mentor mentee programme is pursued at the courses at the undergraduate level.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3107	177	18

### 2.4 – Teacher Profile and Quality

#### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D

24	24	Nil	24	Nil
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2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
<b>No Data Entered/Not Applicable !!!</b>			
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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college being affiliated to Goa University adopts the rules and regulations of the Goa University. for the academic year 2018-19, the CBCS system was being followed at the under Graduate level for the First and Second students, whereas the Final year students followed the Semester systems. Accordingly, the rules and regulations of the Goa university are also being following for the Post graduate levels. however, the college has a dedicated examination centre within space of the administrative block. all examination related activities are planned, organised and conducted here by a dedicated team of teachers under the examination committee. There is a facility to have ones results in a soft copy format as well as a hard copy.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The examination schedule for the academic year is drawn up at the start of the academic year, after the due notification about the dates from the university and the same is communicated on the college handbook. The examination committee largely handles the entire examination process. There is an ISA monitoring committee in place to check if the prerequisites of permission to answer SEE exams are fulfilled by the student. the attendance committee also checks and displays every month the minimum attendance required for answering the exams. Practical examinations are handled at the departmental level, however, an exam schedule is drawn even for this. for the conduct of the exam, an in house, computerised system is in place for deciding seating arrangement. results of the college conducted exams are declared online first. however, the examination center is the main repository of the soft and hard copies of the examination.

## 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 in website of the institution (to provide the weblink)

<http://www.xavierscollege-goa.com/programme-outcome/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.xavierscollege-goa.com/wp-content/uploads/2021/01/facultysummariseddeptwise2018-19.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	1095	UGC-DAE-CSR, Mumbai Centre	135000	45000
Minor Projects	1095	UGC-DAE-CSR, Mumbai Centre	135000	45000
Major Projects	1095	SERB	2895000	550000
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### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
IPR: Translating research into patent	Chemistry	16/10/2018
Recent advances in applied chemistry and electronic technologies	Chemistry	16/02/2019
Atomic Energy for sustainable development	Physics and Chemistry	11/02/2019
Exploring the exciting world of chemistry: symposium	Chemistry	21/01/2019
explore and understand the world of microbiology	Microbiology	25/08/2018
Automation	Physics and Computer Science	31/08/2018
Gene sequence analysis	Microbiology	28/08/2018
Microbial bio-remediation	Microbiology	27/02/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
<b>No Data Entered/Not Applicable !!!</b>				
<b>No file uploaded.</b>				

### 3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

### 3.3 – Research Publications and Awards

#### 3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
<b>0</b>	<b>0</b>	<b>0</b>

#### 3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
<b>N.A.</b>	<b>Nil</b>

#### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
<b>National</b>	<b>Psychology</b>	<b>1</b>	<b>5.5</b>
<b>International</b>	<b>Psychology</b>	<b>2</b>	<b>0</b>
<b>International</b>	<b>Mathematics</b>	<b>1</b>	<b>5.8</b>
<b>International</b>	<b>Geography</b>	<b>2</b>	<b>7.36</b>
<b>International</b>	<b>Marathi</b>	<b>1</b>	<b>6.26</b>
<b>International</b>	<b>Physics</b>	<b>2</b>	<b>1.55</b>
<b>International</b>	<b>Botany</b>	<b>5</b>	<b>1.51</b>
<b>International</b>	<b>Chemistry</b>	<b>4</b>	<b>5</b>
<b>International</b>	<b>Electronics</b>	<b>1</b>	<b>5.1</b>
<b>No file uploaded.</b>			

#### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
<b>Physics</b>	<b>1</b>
<b>Electronics</b>	<b>1</b>
<b>Botany</b>	<b>1</b>
<b>Chemistry</b>	<b>1</b>
<b>Marathi</b>	<b>1</b>
<b>No file uploaded.</b>	

#### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the	Name of	Title of journal	Year of	Citation Index	Institutional	Number of
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Paper	Author		publication		affiliation as mentioned in the publication	citations excluding self citation
DC conductivity behaviour of poly(vinyl alcohol)-based ferrogels: role of borax and carbonyl iron	Mathias B. Lawrence	Polymer Bulletin	2019	0	St. Xaviers College	1

No file uploaded.

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						

No file uploaded.

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	21	26	36	33
Presented papers	16	15	8	7
Resource persons	8	10	16	10

No file uploaded.

## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
<b>No Data Entered/Not Applicable !!!</b>			

[View File](#)

### 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
0	0	0	Nil

No file uploaded.

### 3.4.3 – Students participating in extension activities with Government Organisations, Non-Government

Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
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**No Data Entered/Not Applicable !!!**

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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
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**No Data Entered/Not Applicable !!!**

[View File](#)

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
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**No Data Entered/Not Applicable !!!**

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
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**No Data Entered/Not Applicable !!!**

[View File](#)

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
40.07	40.07

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Class rooms	Newly Added

Campus Area	Existing
No file uploaded.	

#### 4.2 – Library as a Learning Resource

##### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
NewGenLib	Fully	3.1.2	2008

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	30202	Nill	549	229550	30751	229550
Reference Books	38808	Nill	402	356617	39210	356617
e-Books	225000	5900	45000	5900	270000	11800
Journals	138	236785	Nill	Nill	138	236785
e-Journals	4750	5900	1250	5900	6000	11800
CD & Video	183	Nill	85	Nill	268	Nill
No file uploaded.						

##### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Janet Fernandes	Statistics for Psychology	LMS Xaviers	14/08/2018
No file uploaded.			

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	394	6	3	1	1	1	30	16	78
Added	34	0	0	0	0	0	0	0	11
Total	428	6	3	1	1	1	30	16	89

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

16 MBPS/ GBPS
---------------

##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Recording Studio is available	<a href="#">N.A.</a>

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
28.04	28.04	12.66	12.66

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

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 V – STUDENT SUPPORT AND PROGRESSION

##### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,



Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Kindly refer to attached Excel file	Nill	Nill	Nill	Nill	Nill
<a href="#">View File</a>					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
SET	3
GATE	1
Any Other	4
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
<b>No Data Entered/Not Applicable !!!</b>		
<a href="#">View File</a>		

**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)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
<b>No Data Entered/Not Applicable !!!</b>						
<a href="#">View File</a>						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

every academic year, the students council is constituted as per the norms by Goa University. it has not political affiliation. students council body in turn elects the General secretary, cultural secretary and sports secretary. the class university representatives represent the students at Goa university. There is student representation also at the Grievance committee, Internal complaints committee and the IQAC.

**5.4 – Alumni Engagement**

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Institution has always maintained a close relationship with its alumni. The emotional bonds have been formalized through the formation of the Alumni Association in 2003. The Association has been registered under Societies Registration Act, 1860 with registration number 430/GOA/2018.

5.4.2 – No. of enrolled Alumni:

2800

5.4.3 – Alumni contribution during the year (in Rupees) :

88700

5.4.4 – Meetings/activities organized by Alumni Association :

1) The Alumni Representative on the IQAC serves as the liaison between the Association and the Institution. 2) Alumni are invited as Chief Guests and Guests of Honour for various activities of the Institution. 3) The alumni have raised funds for the nearing-completion Post-graduate Block. 4) Prizes and awards have been instituted by alumni for meritorious students of the Institution. 5) Guest lectures and talks are delivered by the alumni.

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

**6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

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 dulyconstituted 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 disbursement 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.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Examination and Evaluation	Well-equipped Examination Centre has been established for the smooth running of the examination process. The ISA monitoring and Examination Committees meticulously oversee the process. Block allocation, result compilation and

	printing have been computerised.
Curriculum Development	Faculty are members of the Academic Council and B.O.S. of Goa University where they use their expertise in the framing / improvement of curriculum and syllabus.
Teaching and Learning	Study tours, educational field trips and internships are provided to students in order to provide real world experience.
Research and Development	Faculty are encouraged to pursue doctoral research. Participation at Conferences and Seminars are encouraged. The College publishes an inter-disciplinary research Journal Spectrum with an ISSN number. Workshops are organized on Research Paper writing. This has resulted in increase in the number of publications. Instrumentation Centre has been set up with XRD facility.

#### 6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Finance and Accounts	Tally
Student Admission and Support	Software developed in-house
Examination	Software developed in-house

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
<a href="#">View File</a>						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the	Number of teachers	From Date	To date	Duration
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professional development programme	who attended			
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
95	58	34	25

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Rs. 150000	Rs. 57000	0

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

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 2017-18..

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
<b>No Data Entered/Not Applicable !!!</b>		
<a href="#">View File</a>		

6.4.3 – Total corpus fund generated

41546529.50
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## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	No	Nill
Administrative	No	Nill	No	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

The PTA for the year 2018-19 has contributed immensely through the following:  
 1. Fund of Rs.15,57,000/- towards the construction of the computer laboratory.  
 2. Payment of Salaries of housekeeping and security staff, besides taking care of remuneration for the value education classes. 3. Sponsored a Tiatr, a cultural event, soft skills training for nonteaching staff and involved in the

causes towards nature and social causes.

6.5.3 – Development programmes for support staff (at least three)

1) Interpersonal effective skills

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1) Commerce Staffroom has been renovated. 2) Security has been enhanced at the campus through widespread installation of CCTV cameras. 3) Online facilities have been introduced for admission, attendance records, examinations and office procedures. 4) Substantial monetary assistance has been received under Major and Minor Research Projects. 5) Faculty have been encouraged to undertake doctoral research resulting in increase in the number of doctorates. 6) Online facilities have been introduced for admission, attendance records, examinations and office procedures.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Socio-expression: Transgenders in India	22/08/2018	22/08/2018	1	Nil
Socio-expression: Human trafficking	23/08/2018	23/08/2018	Nil	1
International Women's Day	09/03/2019	09/03/2019	15	15
Krav Magna Global Defense Classes	29/08/2018	29/08/2018	85	Nil
Self Defense for girls (conducted in collaboration)	16/08/2018	27/08/2018	294	Nil

with Goa  
Police)

#### 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The Institution involves students in environment-conservation activities, both, on and off campus. Five students were deputed to attend the seminar "Saving the lifeline of Goa: Madhei". The 'Go-Green Cell' of the College has conducted a massive tree plantation drive on 28/07/2018 during which over 125 saplings were planted at the campus. This initiative was organized in association with NSS and NCC, and co-ordinated by the IQAC. Similarly, on 25/08/2018, 46 students actively participated in the making of 105 seed bombs which were distributed in the neighbourhood. On 02/02/2019, sessions on "Home gardening" were conducted which were attended by 30 students.

#### 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	2
Rest Rooms	Yes	2
Scribes for examination	Yes	2
Physical facilities	Yes	3

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
<a href="#">View File</a>							

#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
<a href="http://www.xavierscollege-goa.com/code-of-ethics-and-code-of-conduct/">http://www.xavierscollege-goa.com/code-of-ethics-and-code-of-conduct/</a>	01/01/2018	The Code of Ethics is strictly adhered to.

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1) Annual power requirement of the campus is reduced through replacement of conventional lighting sources with LED bulbs. 2) Dry waste is being re-cycled in collaboration with Mapusa Municipal Council. 3) Recycling station is functional at the campus for wet waste. 4) Campus e-waste is disposed off through a MOU with Global E-waste Management System.



## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

**BEST PRACTICE: 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. Through concerted initiatives, desired attributes are developed in the mentee.

3. The Context College students are at a stage in life wherein they face a host of problems related to academics, relationships, health, stress, finance, employment concerns etc. Due to varied reasons, students often do not confide their problems to anyone, which could lead to emotional imbalance, disheartenment and frustration. This can be remedied through mentoring whereby the students are provided with academic and emotional support. Through their encouragement and guidance, mentors play an important role in nurturing the mentees' 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 programme:

- i) Each faculty member is assigned with the task of mentoring around 20-30 of his/her own students.
- ii) A special time-slot with a designated classroom is allocated to each mentor for a formal monthly interaction with his/her mentees.
- iii) 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.
- iv) During the formal interactions, issues like campus discipline, dress code, punctuality, attendance, examination preparation, non-tolerance of ragging, undesirability of adopting unfair means at examinations sexual harassment at workplace, role and availability of counselors on campus, suicidal tendencies, cyber crime, confidence-building activities etc, are discussed.
- v) Mentees are counseled 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.
- vi) 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.
- vii) Mentors maintain a confidential data sheet about their mentees which details the mentoring activities rendered.
- viii) 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.
- ix) 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, to improve the programme.

5. Evidence of success The following are indicators of the programmes's success:

- i) The campus is litter-free. Garbage bins, placed at strategic spots, are used by students/mentees as per directions leading, also, to dry and wet waste segregation.
- ii) Students take the initiative to turn/switch off taps, lights and fans when not in use.
- iii) Campus discipline and students' dressing sense have tremendously improved.
- iv) Student behaviour, self-esteem and confidence have shown further improvement.
- v) Academic performance has improved and a larger number of students now pursue higher studies.
- vi) A greater number of students now approach the counselors.
- vii) Health consciousness of students has improved.
- viii) Stronger relationships have been forged amongst students/peers, faculty and parents.

6. Problems encountered and Resources required The programme faces the following challenges:

- i. Due to space constraints, the simultaneous stream-



wise conduct of the formal monthly sessions makes it difficult to allocate a separate classroom to each mentor. ii. Mentoring is a specialized effort. Faculty need requisite training for enhancement of mentoring effectiveness. iii. The busy schedules and academic pre-occupations of the faculty make it sometimes difficult to devote adequate additional time to the mentees. 7. Notes Altruistic inclinations of the faculty lead them to take keen interest in guiding and assisting their mentees beyond the normal classroom setting.

Mentees enthusiastically participate due to the informal interaction, additional attention, motivation and support arising from the programme. The Mentoring committee has always played a proactive role in the programme's implementation. BEST PRACTICE: Value Education Programme 6. Title of the Practice: Value Education Programme 7. Objectives of the Practice: In keeping with its vision of 'Formation for Transformation', the Institution has introduced and regularly conducts value-based educational sessions. The sessions are considered an indispensable component of the curriculum. The main objectives of this practice are: i) The inculcation of human, social and moral values. ii) The building of the character of students. iii) Development of well-balanced, socially-responsible and well-rounded individuals in order to make society more democratic and cohesive. iv) The empowerment of students so as to achieve personal fulfilment and, success in life and at work v) The development of respect for the dignity of individuals irrespective of caste, creed and gender. vi) The instillation, in students, of the values of love, empathy, caring, sharing and compassion leading to harmonious and humane relationships.

3. The Context 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 instillation 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

i) 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. ii) A well-defined curriculum has been drawn up for the sessions through a conscious, well thought-out and deliberate process. iii) The Resource Persons are carefully chosen, for their expertise, from external sources and, sometimes, from amongst the faculty too. iv) During the sessions, emphasis is laid on aspects of positive living and humane behavioural traits. v) 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. vi) The Institution also collaborates with Kripa Foundation - an N.G.O. working for youth welfare - to conduct awareness drives on issues related to addictions.

vii) The Value Education sessions are supplemented through Workshops on 'Personality Development', street plays etc. 5. Evidence of success ix) 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. x) 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. xi) 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 factors. It is the fruit of consistent efforts aimed at developing well-rounded human beings. Some of the constraints faced 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. 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 resulting in diminished personal interactions between the Resource Person and students.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.xavierscollege-goa.com/wp-content/uploads/2021/01/Best-practices.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

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.

Provide the weblink of the institution

<http://www.xavierscollege-goa.com/wp-content/uploads/2021/01/Distinctiveness.pdf>

## **8.Future Plans of Actions for Next Academic Year**

1) Introduction of the following courses: a) B.A. in Geography. b) B.A. in Portuguese c) B.A. in French d) M.Sc. in Microbiology e) Value-added and Certificate courses for skill enhancement 2) Completion and inauguration of Post-graduate Block. 3) Certificate and Diploma courses in Music under the aegis of Crescendo Community Centre for Music 4) Strengthening of internship facility for the student community. 5) Improve and enhance facilities at the Instrumentation Centre. 6) Encourage faculty to publish in Scopus-indexed Research Journals. 7) Encourage the wider use of digital aids in the teaching-learning process