SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE (AUTONOMOUS)

ST XAVIERS COLLEGE(AUTONOMOUS) 21 NORTH HIGHGROUND ROAD
PALAYAMKOTTAI
627002
www.stxavierstn.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College was established at Palayamkottai in 1923 by Jesuit Fathers with an aim of preparing generations of students for a happy, healthy and harmonious life. The history of the college is a saga of human excellence, endurance and commitment for more than nine decades. The University of Madras recognized St. Xavier's College as the First Grade College in 1925 on the basis of its academic achievement. The college is situated in a semi-urban area, surrounded by rural settlements in the southern tip of Tamil Nadu. It is a Christian minority institution, which offers higher education to students without discrimination of caste or creed or religion, and the right of every student is protected. The focus is on inclusive education. Most of its students belong to poor and middle-class families and 60 % of them are first generation learners. The college aims to be an agent of social change, instilling in youth an awareness of the great need of social justice based on brotherhood and dignity of the human person in contemporary society.

It is a grant–in–aid institution recognized by the UGC Act under sections 2(f) and 12 (B). The college was affiliated to the Madurai Kamaraj University in 1966. In recognition of its service and excellence, the college was granted autonomy in 1987. The college was affiliated to the Manonmaniam Sundaranar University in 1990. The National Assessment and Accreditation Council assessed and accredited the college at Five Star Level in April 2000, at "A" Grade in 2006, and at "A" Grade with a CGPA of 3.50 in 2012. The UGC conferred the status of College with Potential for Excellence on St. Xavier's College in September 2004. At present, it is the only college with Potential for Excellence Status in the Manonmaniam Sundaranar University region. The Dept. of Biotechnology (DBT), Government of India, awarded Star College Status in 2014.

Acclaimed as a premier institution for higher learning, the college offers 18 UG programmes, 16 PG programmes, and 19 Research programmes to students. Besides these programme options, 124 extra credit /add-on/certificate courses are offered.

Vision

The motto of the college is *Veritate Lumen et Vita* (Life and Light through Truth). The College aims to mould young men and women as leaders in all walks of life so that they may serve the people, especially the poor and the oppressed of our nation in truth, justice and love.

Mission

The College has emerged as a constantly renewing centre of academic excellence in the southern region of Tamil Nadu, ensuring the development of global competencies and skills, inculcating a sense of harmony, equality and fraternity among youth, transcending religious, linguistic, regional and sectional diversities, developing scientific temper, humanism and the spirit of inquiry and reform in the youth. The College has five important goals, given below:

- To achieve a synthesis of academic excellence and formation of character
- To ensure social justice through equity and access

- To equip students with global competencies
- To engage in relevant research activities

To promote Lab to Land through outreach programmes

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Foundation courses for transferring Life Skills effectively
- Restructured curriculum for accommodating global relevance of the academic dimension of the courses
- Competent Faculty to practice innovative teaching methods
- ICT facilities for teaching-learning process
- Commitment of the faulty (continuous research, planning and preparation for teaching, mentoring of students, remedial and tutorial assistance)
- System for student counseling
- Online access to e-journal and databases
- State of the art laboratory infrastructure for research
- UG/PG curriculum oriented towards research
- STAND outreach programme to empower the poor and downtrodden people
- Regular maintenance, upkeep and upgrading of facilities
- Departmental associations, clubs and service organizations to enhance skills
- Entrepreneurship Development and Research Centre for imparting skills
- 500 years of Jesuit system of governance which is proactive and visionary in dimension
- Well laid out spirituality based management system which is principled on the Ignatian concept of marching towards excellence
- Easy availability of the administrators to the students as part of open-door policy of the Jesuit cohesive environment in the campus
- Medical camps organized by STAND Programme in association with the medical team of the Judge Joseph Clinical Lab supported by Alumni/ae Association
- E-governance in administration and examination

Institutional Weakness

- Non-optimal utilization of ICT facilities
- Need for more involvement of students in research
- Practical difficulty in implementing innovative and best practices due to the diverse nature of students
- Lack of language skills because of the influence of vernacular medium at the high school level
- Lack of avenues for international and cultural exchange programmes

Institutional Opportunity

- Enhancing library resources to meet new academic expansions
- Exposure of students to research problems and methodology through project work and publication of departmental magazines

- Improving student support system through Health Insurance
- Further enhancement of competence development programmes through co-curricular activities
- Creating opportunities for more collaborations with other Institutions of National and International reputation
- Offering interdisciplinary joint ventures
- Establishing a centralized solar power generating system with grid

Institutional Challenge

- Increasing readiness and ability to innovate in teaching methods
- Restructuring pedagogic strategies so as to motivate the digitally and technologically driven student community
- Tie-ups for collaborative research with industries and foundations
- Raising funds for infrastructure development for new programmes
- Handling students from diverse experiences with greater sensitivity
- Balancing equity and excellence, keeping the option for the poor and the marginalized sections of the society
- Breaking the barrier between urban and rural students and spreading education to everyone

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

While the Tamil Nadu State Council for Higher Education (TANSCHE) introduced the Choice Based Credit System (CBCS) in all the affiliated colleges in Tamil Nadu in June 2008, St. Xavier's College had already introduced CBCS for UG courses in June 2002 and for PG courses in June 2003 in response to the emerging trends in the world. The CBCS structure was modified as per the guidelines given by TANSCHE in June 2008. The Choice Based Credit System followed in the College facilitates horizontal movement, enabling students to choose Skill Based Electives offered by other departments. The feedback from students, alumni, parents, employers, community, industry and academic peers is used for making significant changes in the curriculum.

The college has established provisions for slow learners and advanced learners. The Differential Streaming System in Part II General English, identified as one of the Best Practices by NAAC, has been followed at St. Xavier's College since 1991. Bridge Course is conducted at the beginning of the academic year, during which a Diagnostic Test and an Achievement Test are conducted to identify slow learners and advanced learners. Extra Credit Courses / Value-added courses, Elective Courses are offered according to the aptitude and difficulty level of students. Peer learning is encouraged. The advanced learners help the slow learners understand the subjects during and outside the class hours.

The Boards of Studies, which include academic peers, industrialists, university representatives, alumni and students ensure the currency and relevance of the programmes offered. The curriculum bears thrust on the national development and has been designed so as to include the global trends in higher education. Women's issues are incorporated in the curriculum. The Department of Foundation Courses, which consists of 46 teachers from various disciplines, ensures holistic education, focusing on truthfulness, honesty, culture and tradition. As per the guidelines given by the UGC, all the UG students undergo a compulsory course on Environmental Studies. Student Training and Action for Neighbourhood Development (STAND), is an

outreach programme specially designed by the college to take the fruits of education to villages, facilitating "Lab to Land" activity.

Teaching-learning and Evaluation

The College follows the Government norms in admission process. 50% of the seats are filled as per the Government policy of reservation and 50% of the seats are filled using the minority quota. Dalits, economically weaker students and first generation learners are given preference in admission. A general merit list is prepared as per the reservation policy of the Government. The list of provisionally selected candidates is displayed on the notice board, in college website and call letters are sent to the candidates. Admission to MCA and MBA programmes is made as per the Tamil Nadu Government Reservation rules and AICTE guidelines.

The process of student feedback on teachers has been made scientific and comprehensive. IQAC conducts the process of student feedback on teachers at the end of every semester. IQAC collects feedback from students, alumni/ae, parents, and employers on curricular aspects and on general aspects and paves way for carrying out quality enhancement measures.

The college consists of 180 teachers, of whom 94 teachers are in grant-in-aid stream and 86 teachers in self-financing stream. Teachers are selected as per UGC and University norms. The selection is done by a selection board constituted by the Central Recruitment Board for Higher Education in Jesuit Colleges. The appointments are approved by the Government. Teachers in the Management Stream are appointed in unfilled / retirement vacancies, and the Management meets the salary expenses from its own resources. Thus, the required teacher-student ratio is maintained.

Every department has a departmental association to bring out the latent talents of students. Conducting seminars, quiz, academic competitions is the main purpose of associations. Every department conducts an intercollegiate competition in the odd/even semester.

The college follows semester system with Continuous Internal Assessment. External examination is of three-hour duration for all the theory papers and practical papers. Every theory paper has objective type questions, which constitute 20% of the question paper. Online submission of examination forms for all the regular students was followed. Online examination was introduced. The National Testing Service aims to formulate tools of measurement for determining the language skills of learners at different levels.

Research, Innovations and Extension

Research is a significant activity of the college. The Management follows a proactive policy of encouraging professional development of teachers and provides T.A., D.A. and Registration Fee to those who present papers in national seminars / conferences / workshops organized by other institutions. One of the strengths of the college is the publication of research papers, books and proceedings of national conferences. 40 books, 995 research papers and 10 proceedings were published during the last five years. Seed money is given to the teachers who publish papers in refereed journals. Research awards for Arts and Science have been instituted by the Management. Seed money is given to the departments every year for conducting national seminars/conferences/workshops.

One of the significant quality measures introduced by the college for promotion of research is publishing six

international journals: *Journal of Biopesticides, Sciencia Acta Xaveriana, Inter-Disciplinary Research Journal for Humanities, XIBA Business Review, Xaverian Journal of Marketing, Folklorists. Journal of Biopesticides* has received UGC recognition and scopus indexing. During the last five years, two departments were upgraded as research departments by the Manonmaniam Sundaranar University. 99 teachers were approved as research guides. There are 36 ongoing/completed major/minor projects for the allocated amount Rs. 6 crore and 47 lakh. The college has research funding from UGC, CSIR, DST, DBT, TNSC, MEF, MoEs, ICMR and OBT. During the last five years, 187 research scholars were awarded Ph. D. Collaboration with other academic bodies / industries/ research institutes is one of the Best Practices of the college. At present, the college has 532 linkages for research and extension.

STAND outreach programme is carried out on a grand scale. 8 village visits and one camp are compulsory for UG students; 4 village visits and 1 camp are compulsory for PG students. Every year around 1000 students and 40 teachers are actively involved in STAND outreach programme. 400 N.S.S. volunteers perform extension activities under the guidance of teachers. Women students actively participate in extension activities as N.S.S. volunteers and N.C.C. cadets.

Infrastructure and Learning Resources

The college is endowed with well-maintained physical infrastructure to run all the academic programmes. Library, science laboratories, language lab, computer lab, seminar halls, classrooms, office, rest rooms, sports fields, hostels, canteen, guest rooms and sanitary provisions have been established on the college campus. The college has a total no. of 709 computers. There are 131 internet systems, 60 LCDs and 13 smart boards. All the departments have computers / laptops with internet facility. The campus is wi-fi enabled to carry out teaching, learning and research. The research centers of the Department of Zoology have six well-equipped laboratories. The research centres of the Department of Botany have 3 hi-tech laboratories. The departments of Biosciences have a common instrumentation centre, Botanical garden, Medicinal plant garden, Green house, Aquaculture ponds, Microphotographic centres and Insectoriums. The co-curricular activities are carried out in Fr. Lebeau auditorium, Loyola Hall, Fr. Caussanel Hall, MCA Seminar Hall and Fr. Miranda Hall. An open air auditorium is available for public functions and cultural activities. Roofing in open air auditorium was erected at a cost of Rs. 50 lakh. The management erected a lift in main building at a cost of 15.56 lakh.

During the last five years, Research Units for Physics and Chemistry were established; Language Lab was strengthened; Smart Classrooms were established. Fr. Lebeau auditorium and Loyola Hall were renovated.

The library building spreads over an area of 23,266 sq. ft, housing an Internet resource centre and a language laboratory. There are 1,33,083 volumes on various subjects, 122 periodical magazines and journals, 2790 back volumes of journals, 2647 theses, 458 encyclopeadias,218 year books, 472 dictionaries,196 conference proceedings,3641 back volumes, and 1576 CDs / DVDs. During the last five years, new books and journals were purchased for Rs.74,73,559. Folklore Resources and Resources Centre (FRRC) library, which has 10500 photographs, ,700 hours of videographs of Hi-8 type, 3500 hours of audio documents, and 126 manuscripts, is a treasure for international students. The Department of Visual Communication has 2,800 short films in both English and Tamil, and 500 short video visuals.

Student Support and Progression

In order to enhance the participation of women in academic and administrative activities of the college, a

woman representative was made Joint Secretary of Student Council, and Dean of Women Students was appointed in June 2008. The Centre for Women Studies was established in March 2015.

Differently-abled students are encouraged by giving financial help through Government Scholarships, Management Scholarships, Endowment Scholarships and "One Rupee a Day per Student" Scheme. Economically weaker students are identified in the villages through STAND outreach programme and are given fee concession in admission. Preference is given to athletes, sports persons and artists in admission. No capitation fee is collected during admission.

One of the Best Practices of the college is the system established in the Principal's Office to receive the Government Scholarship and distribute it to the students in the presence of their parents. From 2013-2014 to 2017-2018, 5866 students received Government Scholarship, 3064 students received the Management Scholarship, 402 students received mid day meal, and 402 students received endowment scholarship. The stakeholders of the college have established 128 endowment scholarships for helping the poor students and meritorious students.

Inter Departmental Competition (INDECO), a cultural programme held in September every year, is a great source of inspiration for students and is performed on a grand scale. Departmental Associations regularly organize guest lectures by external experts, competitions and celebration of important events. Academic Festival is an inter-collegiate competition organized in December every year by all the departments. It focuses on the development of co-curricular activities and it is one of the Best Practices of St. Xavier's College. About 2000 students from other colleges participate in Academic Festival. Students have brought laurels to the institution by their efficient performance in sports and games held at the state, regional, national and international levels during the last five years. Civil Services coaching classes are organized by Alumni/ae Association. An elected Student Union organizes cultural and other programmes. All statutory Grievance Redressal Cells function in the college. The Coordinator of the Placement Cell ensures employment opportunities for students.

Governance, Leadership and Management

The College has a well-organized structure honed out of years of administrative experience, derived from the various institutions all over the world. The Management is guided by the principles of democracy, participation and transparency. The College has a perspective plan for institutional development. The academic calendar is prepared at the beginning of the academic year and given to the staff and students on the first working day of the college. Autonomous status has helped the college offer academic programmes so as to suit the local/national/regional/global needs.

The college conducts internal and external academic audits in a systematic manner. Curriculum is reviewed not only in the meetings of the Board of Studies and Academic Council but also by academic peers in other institutions. Regular "A" order meetings in which the Principal, the Secretary, Vice-Principals, IQAC Coordinator, Deans, Controller of Examinations, and Heads of Department discuss academic matters are a kind of academic audit. Academic audit is ensured through the interaction between the IQAC and the various constituencies of the college.

Internal Quality Assurance Cell (IQAC) was established on 02.12.2003 for internal quality checks. During the last five years, IQAC conducted two academic audits involving external experts. IQAC organizes initiatives for promoting quality culture in the campus and it also conducts training sessions for teaching and non-teaching

staff.

For efficient administration, the Principal delegates his power to various officials of the College. The Secretary provides infrastructural facilities and looks after recruitment of staff, salary, P.F. and pension. The Deputy Principal monitors the activities of self-financing programmes. Vice-Principals facilitate the systematic conduct of Continuous Internal Assessment process. The Controller of Examinations conducts external examination and publishes semester results. The IQAC Coordinator deals with NAAC correspondence and suggests quality measures to be implemented in the college. The Dean of Arts and the Dean of Science assist the Principal in UGC matters and the conduct of meetings. The Dean of Students and the Dean of Women Students monitor cultural programmes. The Heads of Department perform various functions related to their respective departments. The Coordinators of Service Organizations help students get involved in extension activities.

Institutional Values and Best Practices

IQAC stimulates the academic environment for promotion of quality of teaching-learning process and research in the college by i) collecting feedback from all stakeholders, ii) publishing IQAC Newsletters every year for dissemination of information among the stakeholders of the college, iii) organizing a two-day Orientation Programme for teachers at the beginning of every academic year, iv) submitting Annual Quality Assurance Report (AQAR) to NAAC at the end of every academic year, and v) conducting academic audit of the functioning of all the departments.

In addition to the Value Education Course specified by the Govt. of Tamil Nadu, St. Xavier's College has introduced Ethics, Religion, Human Rights and Social Analyis, Life Skills and Skills for employability courses to impart holistic education. The college has got a long tradition of extending counselling to students. There are two full-time counsellors in the college and a counselor in the hostels to offer personal guidance to students in the cultivation of emotional, moral and social virtues. Counselling is done through Tutor-Ward System also. As mentioned in the College Calendar, the meetings of Tutor and Wards are held on "C" order for I UG students and "E" order for II UG students. The meeting is mandatory and record notebooks are maintained to indicate personal and academic aspects. The ratio of tutor-ward is 1 : 12. Tutor-Ward System is one of the Best Practices of the college.

The College takes its commitment to the environment seriously and has taken a series of steps to protect, conserve and sustain natural resources. This initiative includes using low energy power devices like LED lamps, rewiring and using modern devices which prevent transmission loss, constructing rain water harvesting systems, avoiding use of plastic materials inside the campus, and creating environmental consciousness in students through a compulsory course in Environmental Studies by teaching them the principles of vermicomposting during STAND outreach programme. Green Audit is conducted regularly.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE (AUTONOMOUS)
Address	ST XAVIERS COLLEGE(AUTONOMOUS) 21 NORTH HIGHGROUND ROAD PALAYAMKOTTAI
City	Palayamkottai
State	Tamil Nadu
Pin	627002
Website	www.stxavierstn.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V BRITTO SJ	0462-2560744	9994343275	0462-2561765	sxc.iqac1923@gmail.com
IQAC / CIQA coordinator	A LOURDU SAMY	0462-2585074	9486558265	0462-2561765	sxctnssr2019@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minorityorder-20190322201343.pdf
If Yes, Specify minority status	
Religious	Christian Minority Educational Institution
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1923
Date of grant of 'Autonomy' to the College by UGC	21-12-1987

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	Manonmaniam Sundarnar University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	14-01-2009	View Document
12B of UGC	14-01-2009	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**
AICTE	View Document	30-04-2018	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	02-09-2004
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(AUTONOMOUS) 21 NORTH HIGHGROUND ROAD PALAYAMKOTTAI	Semi-urban	58	16296.67

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,Botany	36	HSC	English	48	40
UG	BBA,Business Administration	36	HSC	English	66	66
UG	BSc,Chemistry	36	HSC	English	48	47
UG	BCom,Commerce	36	HSC	English	64	64
UG	BCom,Commerce	36	HSC	English	64	64
UG	BCom,Commerce	36	HSC	English	64	64
UG	BCom,Corpo	36	HSC	English	65	65

	rate Secretaryship					
UG	BSc,Computer Science	36	HSC	English	53	53
UG	BSc,Computer Science	36	HSC	English	49	49
UG	BA,English	36	HSC	English	67	67
UG	BA,English	36	HSC	English	67	67
UG	BA,Economics	36	HSC	English	65	65
UG	BSc,Mathematics	36	HSC	English	48	48
UG	BSc,Mathematics	36	HSC	English	50	50
UG	BSc,Physics	36	HSC	English	54	54
UG	BA,Tamil	36	HSC	Tamil	64	64
UG	BSc,Visual Communication	36	HSC	English	48	47
UG	BSc,Zoology	36	HSC	English	49	49
PG	MSc,Botany	24	UG	English	25	18
PG	MBA,Business Administration	24	UG	English	45	40
PG	MSc,Chemistry	24	UG	English	25	24
PG	MCom,Commerce	24	UG	English	33	32
PG	MSc,Computer Science	24	UG	English	25	18
PG	MSc,Computer Science	24	UG	English	25	7
PG	MA,English	24	UG	English	32	32
PG	MA,Econom	24	UG	English	30	7

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	ics					
PG	MA,Folklore	24	UG	English	30	5
PG	MSc,Mathe matics	24	UG	English	26	26
PG	MSc,Mathe matics	24	UG	English	26	26
PG	MCA,Comp uter Applications	36	UG	English	30	25
PG	MSc,Physics	24	UG	English	25	25
PG	MA,Tamil	24	UG	Tamil	30	15
PG	MA,Social Work	24	UG	English	30	21
PG	MSc,Zoolog y	24	UG	English	25	15
Doctoral (Ph.D)	PhD or DPhil,Botan y	36	PG	English	44	1
Doctoral (Ph.D)	PhD or DPhi l,Business A dministration	36	PG	English	12	2
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	36	PG	English	22	6
Doctoral (Ph.D)	PhD or DPhi l,Commerce	36	PG	English	26	9
Doctoral (Ph.D)	PhD or DPhi l,Computer Science	36	PG	English	28	4
Doctoral (Ph.D)	PhD or DPhil,Englis h	36	PG	English	8	3
Doctoral (Ph.D)	PhD or DPhi l,Economics	36	PG	English	18	5
Doctoral (Ph.D)	PhD or DPhi l,Folklore	36	PG	English	12	1
Doctoral (Ph.D)	PhD or DPhi l,Mathematic	36	PG	English	24	3

	s					
Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	38	7
Doctoral (Ph.D)	PhD or DPhil,Tamil	36	PG	Tamil	64	10
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	PG	English	38	11
Pre Doctoral (M.Phil)	MPhil,Botany	12	PG	English	10	0
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG	English	10	2
Pre Doctoral (M.Phil)	MPhil,Computer Science	12	PG	English	10	9
Pre Doctoral (M.Phil)	MPhil,English	12	PG	English	14	6
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	PG	English	15	14
Pre Doctoral (M.Phil)	MPhil,Tamil	12	PG	Tamil	15	10
Pre Doctoral (M.Phil)	MPhil,Zoology	12	PG	English	10	0

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				25				69
Recruited	0	0	0	0	25	0	0	25	45	24	0	69
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				6				77
Recruited	0	0	0	0	5	1	0	6	34	43	0	77
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	31	0	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	37	11	0	48
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
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	1	0	0	0	0	0	1
Ph.D.	0	0	0	29	1	0	53	38	0	121
M.Phil.	0	0	0	0	0	0	18	22	0	40
PG	0	0	0	0	0	0	4	6	0	10

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	1	0	0	1
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	0	0	3

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
Pre Doctoral (M.Phil)	Male	12	1	0	0	13
	Female	28	0	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	30	0	0	0	30
	Female	32	0	0	0	32
	Others	0	0	0	0	0
PG	Male	236	1	0	1	238
	Female	440	5	0	0	445
	Others	0	0	0	0	0
UG	Male	1428	4	0	5	1437
	Female	1367	3	0	3	1373
	Others	0	0	0	0	0

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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	85	77	65	51
	Female	91	93	100	50
	Others	0	0	0	0
ST	Male	7	9	2	3
	Female	5	9	4	2
	Others	0	0	0	0
OBC	Male	526	397	323	469
	Female	513	521	554	564
	Others	0	0	0	0
General	Male	68	51	44	45
	Female	72	52	75	73
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1367	1209	1167	1257

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Applications	[View Document](#)
Computer Science	[View Document](#)
Corporate Secretaryship	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Folklore	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Social Work	[View Document](#)
Tamil	[View Document](#)
Visual Communication	[View Document](#)
Zoology	[View Document](#)

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3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
41	38	38	38	38

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3348	3236	3326	3267	3256

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
910	968	1019	942	973

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3166	3108	3151	3167	3146

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
346	397	343	361	245

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
814	793	767	746	745

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
178	176	174	177	174

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
178	176	174	177	174

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6894	6646	6209	6200	4399

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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
1134	1011	1001	1001	984

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 74

Total number of computers in the campus for academic purpose

Response: 677

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

2017-18	2016-17	2015-16	2014-15	2013-14
450.19	448.01	473.93	448.74	453.96

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

St. Xavier's College (SXC) developed and implemented its curriculum through tangible programmes which facilitate the students to move towards seventeen **Sustainable Development Goals (SDGs)** set by United Nations **to transform the world**. SXC believes that striving to achieve these SDGs would include addressing the current developmental needs of India and Tamil Nadu, in particular its southern semi urban districts like Tirunelveli. In response to issues and demands on local, national and global level, SXC continues with **cafeteria model Choice Based Credit System** since 2002. A keen analysis on the curriculum structure indicates that it helps the students to construct concrete knowledge, to develop clear understanding of complex problems in terms of local, Indian and global context, to enhance vertical and horizontal mobility, to promote effective problem solving ability, to think creatively and to inculcate skills that are productive and value based.

SXC's Curriculum

- Makes learning an interesting and meaningful exercise through guided teaching, monitored learning through online resources, e-contents by faculty members, and supported library assignments, group discussions, seminar presentations, debates, quiz and viva voce.
- Provides platform for **inquiry based learning** through community survey, opinion polls, case study and field work.
- Facilitates **co-operative learning** through individual and group projects, peer group learning, on-the-spot study etc.
- Offers courses diversified with new combinations of subjects leading to **interdisciplinary and multidisciplinary** courses.
- Contributes to gaining and transferring of knowledge through **LAB TO LAND** programmes. This initiative trains the students to analyse and derive solutions for the real world problems.

The characteristics of Jesuit education-academic excellence, social relevance and character formation is consciously and appropriately embedded in the curriculum through

- Core, Allied and Project/elective courses
- Skill based elective and Non-major elective courses
- Extra credit, Value added and vocational courses
- Courses on Languages and Environmental studies
- Foundation Courses which include religion, Ethics, personality development, human rights and social analysis, life-skills and skills for employability
- PhD programmes and Research based projects for PG, MPhil students and group projects for UG students.

- Curriculum based outreach programme by the department of STAND (Student Training and Action for Neighbourhood Development)
- Volunteer based Extension activities, offered by other service organisations like NSS, NCC, AICUF, RRC/YRC, Enviro club, Democracy forum, Women's forum, Consumer forum and Campus ministry
- Training and Awareness creating, often in collaboration with government and non-government organisations

Therefore, SXC's curriculum can be viewed as a triangle connected by three sides *viz.* **Teaching-Learning, Research and Extension activities**. The learning objectives are directly and purposefully derived from the intellectual, occupational, environmental, social and spiritual needs of current generation of students. Every department is seriously working towards attaining course outcome and program specific outcome through qualified faculty members, learner-centred teaching and good infrastructure with start-of-the-art facilities including ICT enabled classrooms and excellent academic ambience.

Through its effective curriculum, SXC prepares the students to positively address developmental needs in ways of creating awareness, imbibing proper attitude, imparting knowledge, offering training, stimulating creative, analytical and logical thinking, and exchanging ideas.

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

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 41

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

Response: 41

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill

development during the last five years

Response: 56.12

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
460	402	376	447	480

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[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: 29.36

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

Response: 239

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

Response: 814

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[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 programmes in which CBCS/ Elective course system implemented.

Response: 41

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[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:

SXC is at forefront of the efforts to understand and address today's social and environmental challenges. Therefore, the curriculum is integrated with courses related to gender, environment and sustainability, human values and professional ethics. The PART IV in the curriculum structure of UG is enriched with these cross-cutting issues. These courses are offered by the department of foundation courses, recently named as Department of Human Excellence. The commitment and involvement of SXC to sensitize the students is exemplified by the fact that the reference books for these courses are authored by the experienced faculty members of the college. All the following courses together carry 4 credits.

- Value Education (Ethics I & Religion I & II)
- Human Rights and Social Analysis
- Personality development
- Life skills (Ethics II)

These courses are taught by the faculty members from all the departments with prior training and orientation programmes which are organized by IQAC of SXC. The teaching methods include lectures, videos, ICT tools, street play, and discussion in a group and open forum. The syllabi and the pedagogy for these courses are periodically revised by the internal and external experts.

The topics covered are

- Right relationship with God, others and environment, world religions and interfaith dialogue.
- Personal ethics, Family ethics, Social ethics, Self awareness, developing key individuality, managing emotions, survival strategies and emotional intelligence.
- Analysis of Indian social system, human rights violations in India with keen focus on vulnerable community viz., subaltern, children, women and transgender, redressal for human rights violations and approaches to social development.
- Personality development, attitude, self-discovery, self-esteem, habits, sex and personality, integrated personality development.
- Skills for self management, self control (yoga & meditation), self-acceptance, self-development and

self-stimulation.

The issues related to environment and sustainability is dealt by a 2 credit course 'Environmental studies'. The course content is designed as prescribed by UGC. The topics covered by Environmental Science are

- Natural resources-sustainable conservation and Ecosystem concepts
- Biodiversity and its conservation
- Pollution, Causes, Effects and Control measures
- Waste management, Disaster management
- Environmental Ethics and Environmental Protection Act.

This theory course is complimented by activities such as awareness campaigns and rally and implementation of environmental development projects by Enviro Club, NCC, NSS, STAND units of SXC. These activities are part and parcel of life in SXC with full participation from Students and the faculty members.

In addition to these specific courses, a large number of courses in UG and PG curriculum also have its course content related to these issues in ways of creating awareness and knowledge, stimulating creative and analytical thinking, offering training in order for the students to take part in solving the issues. **Agricultural chemistry, green chemistry, Pollution and management, Environmental biotechnology, ecotourism, alternative energy, nuclear energy, Nanomaterials and materials for environmental sustainability, Safe waste disposal, environmental economics, bioethics, Business ethics, IT ethics, corporate social responsibilities, cyber crime, legal rights for women, women empowerment, women leadership and women entrepreneurship** are a few topics present in such courses.

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

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

Response: 124

1.3.2.1 Number of value-added courses are added within the last five years

Response: 124

File Description	Document
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 23.27

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1286	861	943	539	211

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

1.3.4 Percentage of students undertaking field projects / internships

Response: 15.26

1.3.4.1 Number of students undertaking field projects or internships

Response: 511

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document	

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: 0.34

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
9	9	15	7	16

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 Demand Ratio(Average of last five years)

Response: 4.09

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1644	1464	1443	1443	1419

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[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
1134	1011	1001	1001	984

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[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:

- St. Xavier's college caters to the needs of all students with regard to their academic quest. Therefore, the college initiates various measures to assess their learning levels.
- In order to bridge the gap between students of different socio economic, educational, regional, religious and cultural backgrounds, the college conducts 'Bridge Course'. This bridge course is designed in such a way that students coming from school education get introduced to the higher level learning.
- As the teaching instruction is undertaken in English, the communicative ability of students is analysed at the entry level and accordingly students are classified into three groups to learn English under Part 2. As a result, they are divided into three groups as 'Stream A', 'Stream B' and 'Stream C'. All these three streams are designed with separate course structures and teaching plans. Question patterns and assessments are done separately for students learning English language under three different streams.
- After the publication of **Continuous Internal Assessment** (CIA), each department assesses the learning levels of the students.
- Remedial classes are conducted for slow learners to match with class room teaching learning process. During seminars, assignments and other modes of internal components, such students are specially guided by the department teachers and advanced learners. Group studies are encouraged among students so that the advanced learners get an opportunity to empathise with the slow learners while slow learners pick up their ability of learning.
- Advanced learners enjoy the space created for them in the curriculum in terms of **Extra Credit Courses** (ECC). They choose these courses and add extra credits to their **Choice Based Credit System** (CBCS) pattern.
- To develop the professional competency of both the slow and advanced learners, internships are arranged for them to various concerns. They also undertake educational tours and visits to different commercial, technical and social entities situated outside the locality where they get an opportunity to involve in interactive sessions with field experts. These provisions help them find and develop their unique skill sets and choose their own profession.
- Personal counseling is given to both slow learners and advanced learners in Tutor-Ward meetings.

- The Tutor-Ward System enables the Tutor to identify the financial problems and academic difficulties so that he/she can inform the administrative authorities for taking suitable measures to help the students.
- Peer learning is promoted among students. During and after the class hours, advanced learners help slow learners in understanding specific units in the course material.
- Advanced learners are motivated to do certificate courses, on-the-job training and add-on courses.
- Special coaching classes are arranged for advanced learners to appear for National level competitive exams like NET, SLET, GATE, Civil Services Examinations, etc.
- Advanced learners at PG level are encouraged to apply for research projects and get financial assistance from UGC, DST and other funding agencies.
- Students are motivated to take part in competitions at various intercollegiate/ university/regional /national levels.

File Description	Document
link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 18.81

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.33

2.2.3.1 Number of differently abled students on rolls

Response: 11

File Description	Document
List of students(differently abled)	[View 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:

- Learning at St. Xavier's College has always been student centric. The students participate in various curricular and co-curricular activities within and outside the college. Students regularly participate in the process of "Lab to Land" and get exposure to real life situations. For example,

the case study undertaken by students during STAND outreach programme helps them contextualize the values taught in classrooms. Student-centric strategies result in the holistic development of the students in teams of cognitive affective and psychomotor skills. Science programmes offer state of the art laboratory facilities to provide the students with firsthand experience in their subjects. Industrial visits facilitate hands on experience.

○ The college promotes interactive teaching-learning through a variety of learner-centered experiences. The college concentrates on participatory learning activities which include group discussion, mock interview, brainstorming, problem solving, consultation with specialists, field visits and educational tours, practical demonstration, internship, Business day ,debates, discussions, research based projects, audio-visual presentations, role plays, case studies ,awareness events.

○ All the departmental association activities are enriched with student centric learning activities such as seminars, Guest lectures, workshops, mock interviews, drama enacting, poetry recitation and department specific technical activities.

○ Internship and On-the job training are special curriculum activity supported by departments like Commerce, Corporate Secretaryship, MSW,MCA and Visual communication which moulds the students with real time learning experience.

○ Some departments have summer project as curriculum activity which helps the students to enrich their knowledge in various dimensions during their summer holidays.

○ Viva Voce, Group Discussion and Interview Skills are used as teaching techniques and evaluation methods which will be helpful for the student's career. Problem solving methodology enhances the students to think out of box and encourages the students to think rationally, objectively and creatively.

○ In order to make the students understand the subject thoroughly and clearly, departments encourage the students to make models, charts and other working models. Guest lectures are arranged regularly to enhance student's learning process.

○ Electronic media is also used as a forum to share their subject related queries and knowledge.

○ As group discussion is a wide spread component for recruitment, group discussion is a primary activity in most of the department association activities, which enables the students to deliberate, discuss and debate on a subject matter and to develop his or her communication skill.

○ Departments arrange for field trip relevant to the subjects to various laboratories, Popular Religious sites, Tribal and Folk Cultural life locations, Museum and industries which is an opportunity to enrich the academic skills relevant to their subjects.

○ Department of Commerce and Corporate Secretaryship organize and innovative event called Business Day which is a creative opportunity for the students to develop their business skills in dynamic manner. The students use this opportunity to exhibit and test their marketing skills through selling their own products and the ideas. Inspiring critical thinking, creativity and scientific temper is the core of the teaching-learning process and these are implemented through student centric methodologies.

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

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

Response: 92.7

2.3.2.1 Number of teachers using ICT

Response: 165

File Description	Document
List of teachers (using ICT for teaching)	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: 19.47

2.3.3.1 Number of mentors

Response: 172

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar is prepared by the Academic Calendar Committee comprising the Principal, IQAC Coordinator, Deans and a senior staff. It contains prime information about the institution, its functionary purpose and mode.

Academic Calendar

- The Academic calendar is devised taking into account the general plan of the university, and common calendar
- Information and guidelines are provided to students to access facilities.
- Student responsibilities and rules and regulations are clearly stated.
- Scholarship details, Attendance details and Evaluation process are stated.
- The Academic Calendar along with Evaluation Procedures blue print is issued to the students at the beginning of the year.
- Adherence to the time schedule stated in the calendar is ensured.
- Sufficient time is provided for teaching Teaching Plans.
- A common framework is followed.
- Towards the end of every semester, the Head of every department in consultation with the faculty members finalizes the workload of the department. After the workload is approved by the Principal, the time table of the department is drafted and circulated to the staff members. In case of any request by the staff members, the changes are accommodated in the time table. The department

workload and the time table in its final version are submitted to the Principal. After the approval of Principal the time table will be distributed to staff members.

* Each faculty draws the teaching plan at the beginning of the semester.
* The staff state the portions of syllabus allotted to them.
* Procedure of executing the plan with divisions of portions is stated.
* The teaching content of the curriculum is divided accordingly.
* Learning activities like, quiz, seminar, case study, lab, snap tests, viva, to involve in active learning is integrated with room for revisions.
* Plan includes formal / informal assessment like quiz, internal assessment to achieve learning objective.

Thus, all the academic activities of the college are planned well in advance and published in the college calendar and in website. The common events are finalized by the Principal in consultation with the HoDs. Utmost care is taken to ensure the follow-up of the academic calendar in true spirit and word.

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	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

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

Response: 52.07

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
112	98	92	80	76

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.25

2.4.3.1 Total experience of full-time teachers

Response: 1824.3

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: 11.38

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
6	6	1	3	4

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of award letters (scanned or soft copy)	[View Document]
Any additional information	[View Document]

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

Response: 0

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
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document]

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 26

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	29	22	27	27

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

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

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 68.36

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
268	279	236	240	144

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

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Reforms

Examination reforms are contextual and evolutionary. The examination reforms have been recommended consistently by various committees like Academic Council, Board of Studies, Examination Committee, Awards Committee and Appeals and Grievance Committee.

Examination Procedure

- Examination system has two components: Continuous Internal Assessment (CIA) and Semester Examination.
- The College Academic Calendar contains all details about the examination and evaluation procedure.
- Faculty and students are furnished with the evaluation pattern and assessment guidelines.
- Revised rules and regulations are placed in Academic Council Meeting and implemented on its approval.
- Assessment is based on CIA and Semester Examination with equal weightage of 50% each.
- There is no passing minimum for CIA as per the gudeline of TANSCHE.
- All theory question paper for semester examinations will be set by external examiners.

Evaluation Process

- Single valuation for UG and double valuation for PG are done under the supervision of the Head of the Department.
- After the semester examinations, the results will be scrutinized by the Awards Committee.
- Results are uploaded in the college website.
- Revaluation is permitted for the U.G. papers for which the student has appeared as a regular candidate.
- Students will be given a mark sheet for every semester examination.
- At the end of the course, a consolidated mark sheet of the final results based on weighted credit point system will be awarded to each student.
- The college ensures transparency in the evaluation process. The reforms have created a positive impact among students and stakeholders.

Examination Automation

The following automation examination procedures ensure transparency and effective management of examination system.

- On-line semester examinations *viz* Numerical Ability, Physics for Competitive Examination) and English for Career.
- Enrollment of Semester Examination by students.
- Uploading of Semester Examination questions.
- Declaration of examination results – semester / supplementary/ revaluation / re-totaling.

Procedures in CIA

- Uploading of CIA questions / CIA marks / Publication of CIA results.
- CIA improvement tests (twice / year) for improving CIA scores.

EXAMINATION AUTOMATION

SXC SEM GR 15 2.1

- To enter subject list for UG, PG, MCA and M.Phil. Students.
- To generate and print students sign list for name and DOB checking.
- To import value added courses details.
- To enter internal marks and semester marks.
- To generate and print consolidated marks for current semester.
- To generate and print TMR (Tabular Mark Register) copy.

SXCHT 2.0

- To generate hall ticket database for all regular and arrear students.
- To generate seat number in zig - zag method in the Halls.
- To generate and print hall ticket

SXC CGC 15 1.0

- To generate and print Cumulative Grade Card with CGPA with Grade (consolidated mark sheet) for all outgoing full pass students.
- To generate students Cumulative Grade Card (Consolidated mark sheet) with 10 digit unique alphanumeric code.
- To generate and print Cumulative Grade Card (Consolidated mark sheet) sign list with alpha numeric codes.

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

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination's Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

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:

The programmes offered by SXC are intended to work with well-defined objectives namely,

1. **Program Outcomes (POs) -** They are derived from the core and prime objectives of the College.
2. **Programme Specific Outcomes (PSOs) -** They are developed as per the suggestion made by various employers, alumni, University nominees and formulated in such a way that they are linked with the developmental needs.
3. **Course Outcomes (COs) -** The learning objectives for each courses of UG/PG/Research Programmes are duly drafted in BOS meeting, approved by academic council and ratified by Governing body. They are stated in the syllabus of each course.

The Course Outcomes are designed for each course by the expert committee and are discussed in the Board of Studies and Academic Council before communicating to the stakeholders. Every department's aspirations and mutual expectations of faculty members and students are displayed in 'STUDENT CHARTER' at the entrance of the respective departments. The 'STUDENT CHARTER' is converted into Program Specific Outcomes and transformed into Course Outcomes, previously stated as learning objectives. The PSOs lead to Program Outcomes (POs) which overlap with the vision and mission of the College. The College with the help of every department has taken initiatives to make the entire COs as student-centred course outcomes.

The Program Outcomes broadly demonstrate academic competency, social relevance, development of skill sets for sustainable growth, employability skills and value based education provided by SXC. The PSOs

and COs are directly related to socio-economic, environmental and human resource development of the Society. The PSOs are developed in order for the students to become proficient in Language, Arts, Science, Technology and Management studies. The COs are formulated to facilitate the students be employable in Science, Education, Technology, R&D, Finance and Commerce sectors. In a nut shell, the POs, PSOs and COs expect the students

- To internalise the life and living.
- To explore their role in creating this world and position themselves in the 21st century.

The formulated POs and PSOs are communicated to the students during a week-long orientation to the students given by the Principal and HODs, in addition to subject-wise bridge course which includes glossary and job opportunities for each programme. The COs are informed to the students at the beginning of each semester by the corresponding course teachers. Apart from verbal communication, the POs, PSOs and COs are detailed in the syllabus and displayed in the College website and each student is provided with the copy of the syllabus.

The faculty members are offered training to resonate with modern concepts and ever growing applications which helps them to modify the COs of their own discipline.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The institution continuously monitors, and evaluates on the quality of course provided, teaching learning process, and has evolved a system to measure the attainment of the learner. To bring in Outcome Based Education in SXC, the attainment of course outcome(CO) is evaluated through several direct and indirect assessment tools. The result of attainment of CO is used to evaluate the attainment of program specific outcome(PSO) and programme outcome(PO).

DIRECT METHOD:

A. Continuous Internal Assessment(CIA)

1. Internal tests(70%)

- CIA Test I performance Analysis
- CIA Test II performance Analysis

2. Other modes of internal assessment(30%)

Every semester, the students undergo any two or three of the modes given below:

- Quiz(announced/unannounced)
- Individual viva or group viva
- Short duration objective type tests/snap tests
- Short answer/problem solving tests(15-30 minutes for periodical assessment of cognitive abilities)
- Long answer tests/essay writing(30-60 minutes for periodical assessment of higher order cognitive abilities)
- Guided individual/group projects(only for a few talented students)
- Lab/Field/Practical work/Case study (to assess practical skills in handling instruments, experimenting, analysing data&reporting)
- Group discussion(once a month to assess originality, creativity, initiative&communication skills)
- Seminar(once in a semester to assess understanding of the subject, creativity, innovation and communicative ability)
- Assignment(to assess the conceptual clarity and the ability to connect similar concepts and applications)

B. Semester Examination Performance Analysis

INDIRECT METHOD:

1. **Evaluating Teaching plan:** The faculty members are working with a teaching plan in order to facilitate the attainment of CO for each course.
2. **Analysis of students feedback:** Every semester for each course, IQAC conducts student's feedback on teacher's performance in concept delivering, correlating, accompanying and evaluating. This is analysed and discussed by the course teacher, secretary and HOD.
3. **Exit survey:** Exit survey includes feedback on curriculum with well-defined questionnaire. This is analysed by the IQAC and discussed in Governing Body meetings.
4. **BOS:** Employers feedback on students' performance in the interviews and the job is discussed in BOS meetings

The students are evaluated as how far they remember, understand, apply, analyse, evaluate and create in order to attain the course outcome. The above mentioned assessment tools are used to evaluate the attainment of CO. The attainment of CO is ensured through the following six levels of learning proposed by Bloom.

Remember: The students are assessed the level of remembrance by randomly selecting students and asking to recall the lesson taught.

Understand: The students undergo CIA Tests and Semester Exams to reproduce what they understood about the lessons taught in every course.

Apply: Science labs, Computer labs, Field exposures are offered to students to make an application of their learning.

Analyse: Quiz and Assignments are given to check whether they are able to make analysis of what they learned.

Evaluate: Lab and field visits are offered to evaluate their learning besides CIA Tests and Semester Examinations.

Create: Students assigned with projects and seminars which they have created out of their learning.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 83.11

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

Response: 910

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

Response: 1095

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 1.39

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.482	1.525	1.753	1.222	.973

File Description	Document
Minutes of the relevant bodies of the Institution	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research 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
List of teachers and their international fellowship details	[View Document]
e-copies of the award letters of the teachers.	[View Document]

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

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

3.2 Resource Mobilization for Research

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

Response: 0.5

3.2.1.1 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	0	0	0	0.50

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

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 13

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 13

File Description	Document
Names of research centres	[View Document](#)
Any additional information	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 43.42

3.2.3.1 **Number of teachers recognised as research guides**

Response: 99

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

Response: 228

File Description	Document
Details of teachers recognized as research guide	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.79

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

Response: 36

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

SXC has set up an incubation centre under the initiative called LAB TO LAND programme in the Student Training and Action for Neighbourhood Development (STAND) centre which is committed to demonstrate, train and empower the weaker sections of the nearby local communities, especially women self-help groups of STAND adopted villages. Training is provided on vermicomposting, azolla production, bio-gas production, ornamental fish culture, spirulina (Blue green Algae) production and tissue culture of medicinal plants. The students and faculty members of our college have full access to the facilities available in this incubation centre for the purpose of learning and training. Respective departments are involved in transferring the skills and knowledge that this incubation centre has developed. This incubation centre helps the farmers of the STAND adopted villages in installing vermicompost pit, Azolla tank, Spirulina tank, bio gas plant and bio-fertilizer pit in their own land, backyards or a common space in the village, by giving them hands-on training in both production and marketing of the products.

SXC has established 27 Centers for creation and transfer of knowledge.

Centre for Biodiversity and Biotechnology (CBB) has established Xavier's College Herbarium (XCH) which houses a list of Angiosperms mounted specimens and Pteridophytes mounted specimens.

The International association for Plant Taxonomy (Head office in Berlin) formally granted recognition to Xavier's College Herbarium (XCH) in October 1993. This recognition means that the specimens here will be quoted by scientists in publication and scientists will also borrow or exchange specimens and spores. The XCH herbarium has been registered in the International Journal TAXON (1994) published in Berlin.

Centre for Aquaculture Research and Extension (CARE) has developed the technologies such as Murrel fish Seed Production, Live Feed Culture, Larviculture, Growout Culture, Murrel Disease Management, Murrel Transport, Murrel Filleting and Human Health Management. Since 2000, CARE conducted regular Training and Workshops to Fish Farmers. The centre has provided free consultation to Fish Farmers, Fish

Vendors, Entrepreneurs, SHGs and Unemployed Youths for income generation.

The Entomology Research Unit has provided taxonomical, morphological, biological, behavioural, ecological, and karyological training to academicians, researchers and students on Assassin bugs.

Crop Protection Research Centre has provided training on Bionano materials for pest and disease management for research scholars and teachers. It has provided training on pest and disease management for farmers.

SXC has established Folklore Resources and Research Centre (FRRC) which aims at retrieving and reclaiming the indigenous knowledge systems embodied in folk culture and folkloristics. FRRC provides space, learning resources and infrastructural support to folkloristics and other scholars of related disciplines in India and abroad.

FRRC has established Folklore Archives and Folk Museum. FRRC has collections of 3500 hours Audio and 749 hours of Video cassettes, 10500 photographs, 1008 slides, and 126 bundles of Palm Leaf manuscripts.

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

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

Response: 271

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	55	61	64	55

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 41

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	8	4	7

File Description	Document
List of innovation and award details	
e- copies of award letters	

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 59

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	22	17	20

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	
e- sanction order of the Institution for the start ups on campus	
Any additional information	

3.4 Research Publications and Awards

3.4.1 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	
Any additional information	

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3.4.2 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](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 2

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1.89

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 187

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 99

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 1.43

3.4.5.1 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
62	62	52	38	37

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.4.6 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: 1.47

3.4.6.1 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
60	31	39	76	53

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 7.93

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 15.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0.17

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.02	0.07	0.02	0.03	0.03

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 14.24

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.15	0.35	0	5.228	8.509

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 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:

Creating citizens with honesty, compassion, respect, civic responsibility and courage to stand for TRUTH, JUSTICE and LOVE, concern for neighbours has become a legacy of SXC through its service organizations, which are in fact the strong pillars of the College beyond teaching and research. The extension activities are carried out by the various service organizations like NSS, NCC, Enviro Club, Democracy Forum, Consumer Forum, Women's Forum, All India Catholic University Federation, Red Ribbon Club/Youth Red Cross/Blood Donors Club, St.Vincent de Paul Society (SVP) and Student Training and Action for Neighbourhood Development (STAND) Programme. Every student of SXC has the chance to be part of any service organization and get sensitized for current social issues and make positive impacts on socio, economic and environmental development of their neighbourhood which paves the way to their holistic development. All the extension activities are carried out by the students with the guidance and accompaniment of faculty coordinators.

NCC of SXC conducted blood donation Camps, Swacch Bharat, Anti-Tobacco rally and organized a rally on Anti-Alcoholism with the Police of Tirunelveli.

NSS of SXC has two men and two women units. Altogether 400 volunteers every year are involved in social service. SXC has been granted one best NSS officer award, nine best NSS volunteers award and one best NSS unit award. NSS volunteers actively participated in

- Mission Clean Up Thamirabarani 2017
- Awareness programme and rallies on "Eco-Tourism and Cleanliness", Dengue, Voter's rights, anti-alcoholism and care for elders.
- Live-in-camps on "Clean India-Green India".
- Assisting students of Florence Swainson Deaf School, Palayamkottai.

National level participation is made by students of SXC such as adventure Camp-Himachal, National Integration Camp-Karnataka, National Youth festival-Jaipur, Pre-Republic Day Parade-Chennai.

RRC/YRC/Blood Donors Club promotes blood donation and awareness about HIV/AIDS. These units connect student donors with the local hospitals.

Enviro Club

The Enviro Club helps to sensitize the students and the public to the environmental issues in the world.

Democracy Forum & Consumer Forum

The students are constantly fed with the nuances of democracy, civic duties and fundamental rights through public awareness programmes, screening movies and group discussions.

SVP visits orphanages, old age homes and homes for AIDS patients very often and teaches the students to be generous, compassionate and charitable.

Women's Forum with Centre for Women's studies works in the area of gender sensitization, gender equality and women welfare.

AICUF conducts leadership camps, awareness camps, street plays and rallies in order to prepare the students for positive social changes.

STAND is a unique village adoption programme which takes care of the socio-economic development of disadvantaged sections of the society. STAND is presently working in 45 villages of which about 60% of the people are marginalized and downtrodden. During the last five years, 9,880 village people are benefitted by the extension activities carried out by 151 faculty members and 5,662 students of SXC.

One Rupee a Day & Joy of Giving Week

The students and faculty members experience the joy of giving to the needy and poor through these schemes.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 11

3.6.2.1 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
7	3	0	0	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 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: 946

3.6.3.1 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
161	219	196	205	165

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
Any additional information	View Document

3.6.4 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: 65.36

3.6.4.1 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
2697	2544	2898	1593	1034

File Description	Document
Report of the event	
Average percentage of students participating in extension activities with Government or NGO etc	

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 102.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
109	101	125	101	77

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

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 532

3.7.2.1 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
203	99	128	42	60

File Description	Document
e-copies of linkage related Document	
Details of linkages with institutions/industries for internship	

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3.7.3 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: 39

3.7.3.1 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
8	4	14	8	5

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

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:

SXC stands high with a sprawling area of 58 acres. It has 9 blocks namely Fr. Antonysamy (Main) block, Fr. Soosai (S) block, Jubilee (J) block, Library building, XIBA block, Auditorium building, Loyola Hall block, CBB block and Bank building. Each and every block has a good number of spacious classrooms, with proper ventilation. Most of the classrooms are permanently fixed with ICT tools like Projector and some classrooms have smart board facility in them. There are 60 classrooms in SXC campus. Most of the classrooms are enriched with Wi-Fi, LAN facilities to make the teaching-learning process more effective. Smart class rooms are available in all the major departments. In all the key blocks, there are office rooms, which provides enquiry space to the students.

In terms of the infrastructure facilities, SXC is on par with the top notching institutions of our state. The management always focuses on improving the infrastructure because we believe that the facilities we provide will facilitate the students and make them to excel in all the domains.

All the science departments are facilitated with laboratories, from basic tools to advanced research oriented equipments. Major departments are having research centres (11) in which good number of projects are undertaken. Most of the Post Graduation departments have their own library for references.

The resources of each department are shared by all the other departments in case of necessity. SXC has a Computer centre, comprising 10 computer labs with about 500 computers. All the departments make use of computer labs to conduct tests like online test, aptitude test and so on.

SXC has a rich library named after Fr. Santiago, which is a 3 storey building. At present the total volume in our library has crossed 1.33 lakhs including the back volumes of 3835. We receive 135 journals/periodicals, 42 magazines, 6023 CDs for reference in various subjects. Everyday a good number of students, faculty and research scholars make use of library for enrichment of their knowledge.

A separate Internet Centre with 45 computers with high speed connectivity is maintained in the campus to facilitate the students. They can download materials from the internet and copy it on CDs. The internet Centre is kept open on all days.

SXC has a language lab with 65 computers where students can develop their communication skills. It provides a very different experience from the traditional system of teaching and learning languages, offering more advanced features and functionalities. The language lab offers students a structured e-learning environment.

SXC not only educates, but also shows the way in placing them in right jobs. There is a vibrant placement cell, which invites various companies for campus recruitment of students who are in the final year of the programme. These activities are managed by Placement Officer, and every year a good number of students are placed in reputed companies.

The Students Service Centre provides other services like Photo copying, Spiral Binding and Local/STD calls to the students.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

Sports facilities have been established and facilitated for various games including BasketBall, Chess, Football, Hockey, Volley Ball and Badminton.The institution is always keen in paying more attention in encouraging and paving the way for students in excelling in the sports activities.

The Collge has the following facilities to promote the sports activities of the students.

1. Composite Football with 6 lanes
2. Football ground
3. Volleyball - 3 courts
4. Concrete Basketball courts
5. Hockey - One grass field with fencing complete
6. Physical Fitness Centre
7. Badminton - Two courts
8. Kabaddi - 2 courts
9. Table Tennis - one Court
10. Common area for practice
11. Indoor Gymnasium
12. Indoor Stadium

We have qualified coaches for the following games.

- Basket ball
- Volley ball
- FootBall
- Hockey.

SXC is in-charge of coordinating some of the tournaments and Sports of the Manonmaniam Sundaranar University. A good number of students are representing our university in the matches.

Cultural Activities:

The institution provides a multitude of extracurricular activities to enrich student lives beyond academics.

- Streamlining the positive energy in a constructive manner, cultural events serve as a binding force

for the students. A vast range of activities is offered to ensure that our students have plenty of scope for fun, entertainment and change 'outside the classroom'.

- Fests like INDECO (Inter Departmental Competitions), Crib, Pongal Kolam (Rangoli) Competitions are part and parcel of our academic system. Each and every programme which starts from Students Council Inauguration to Valedictory, we organize events with cultural programmes done by the talented Fine Arts team.
- The students very effectively exhibit their views by sticking on to various themes that are related to social issues, which will lead to social transformations.

Facilities:

To conduct all the cultural programmes, SXC has a good infrastructure with good ambience.

An Open Air Stage arrangement with a seating capacity of 3000 students.

S.No.	Hall Name	Length in Feet	Width in Feet	Accommodate strength
1	Fr. Caussanel Hall (A/C)	50	32	180
2	Fr. Lebeau Auditorium	146	45	800
3	Loyola Hall	120	45	600
4	ED & RC Centre	35	20	60
5	MCA Seminar Hall (A/C)	50	22	120
6	Women Empowerment Centre	45	36	140
7	CARE Hall (A/C)	58	19	80
8	Fr. Miranda Hall (A/C)	45	22	110
9	Conference Hall (A/C)	36	19	40
10	XIBA Conference Hall (A/C)	58	30	140
11	XIBA Workshop Hall	62	32	145

File Description	Document
link for additional information	[View Document](#)

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

Response: 81.08

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 60

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

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

Response: 8.65

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
20.97	48.84	10.61	76.93	37.74

File Description	Document
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

SXC Library was established in 1923. It is an important source of knowledge to young minds. The carpet area of the library is 25,215 sq.ft. the reading space is 12,000 sq.ft. The number of seats in reading space is 280.

It has an automated system functioning from 1999 helps to impact positively on the academic achievement of the students. The digital library is integral to the teaching and learning process. It is a collection of around 133083 books and 122 periodical journals and Magazines, Thesis reports, Book banks, Proceedings, New clippings and Back volumes. It also enables the Xavier's Community to archive their college magazine, News Letter, Annual Reports, Syllabus, Course Materials, Semester Question Papers, Thesis, Projects, Publications, Videos, Audios and photographs etc. Cameras are fixed for security purpose.

- Name of the ILMS software : Auto-Lib
- Nature of automation (fully or partially) : Full
- Version : 6.0
- Year of automation : 1999

The following are some E-Resources present in our e-library.

- CD's and DVD's : 4576
- Video Lessons : 22140
- Short Films : 9674
- National Geography CD's : 40

Total Collections of Fr. Santiago Library

Total Volumes	123455
Book Bank Books	2670
Journals & Periodicals	122
Theses and Dissertations	2647
Encyclopeadias	458
Year Books	218
Dictionaries	472
Conference Proceedings	196
Back Volumes	3641
Newspapers	06
Magazines	26
Still Photographs (FRRC)	10500
Audio Documents (FRRC)	3500
Video Cassessets	922
CDS & DVDS	1576
Manuscripts (FRRC)	130
Rare Books	235
Video Lessons	16000
Short Films (FRRC)	3000

SXC library facilitates the students by providing web module for online access. Using this, they may go for search for books, advanced search, check the issue details, new additions. This move helps the Library team to get a user statistics report about library access.

The following are the services offered to the students.

- Circulation Service
- Web based On-line Public Access Catalogue
- On-line Access to Database Services
- Inter Library Loan
- Reference Service

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- User Orientation / Information Literacy
- Book Bank facility
- Photocopying / Scanning / Printing
- Internet Browsing
- INFLIBNET N-List Service
- DELNET Link Service
- CD ROM Search

Improvements in the library after 2012.

- Created a Digital library Section.
- Created Institutional Repository
- Introduced Wi-fi Connectivity.
- RFID Technology Introduction.
- Created Library APP. (Android Application.)
- A New Air Conditioned Research Section.
- IAS/IPS Reference Section.

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

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

Response:

Rare Books:

The library of SXC is constantly stocked with rare and special literature for the benefit of the students. There are around 890 rare books that are available in various subjects which include Politics, History, Mathematics, Poetry, Travel and Literature.

The library holds an exhibition once a year to display some of the treasures of the collection. This exhibition enables the library to share a wide variety of rare items with scholars, students and the general public.

The contents of the library are commonly classified into two sections namely the Reference Collection and the Subject Collection. The reference collection highlights various articles which include General Knowledge Texts, Encyclopaedia, Year books and other collections. The reference collection houses some of the rarest publications which include the New English Dictionary on Historical Principle, of various(12) volumes and parts, published in the year 1888, 1893, 1897, 1901, 1903, 1905, 1909, 1910, 1914, 1919 and the Encyclopaedia 'An Universal dictionary of art and science' books of very early publications before 1970.

Library also holds rare collections of books like Dictionary Science, Literature and arts(1848), The Great War: The standard history of the all Europe(1942), Thomson's Dictionary of Banking, New Standard Dictionary of the English Language (1952), Illustration by Mathew K. M (1967) and so on. Maps and Atlases of 19th century are also stored in the rare collection books.

Subject indicators are placed on the racks to find the books on the shelves. Some rare books like Imperial Dictionary English Technological and Scientific by Twin, Punch Almanac for 1887 (1887), Chamber's Encyclopedia World Survey (1954, 1952), Pictorial Encyclopedia(1952), English-Tamil Dictionary by Chidambaranatha Chettiyar (1965), An advanced Treatise on Meloidogyne (1985) are available in SXC library.

The subject-wise rare book collections are also of a big number. All these treasure serves as a knowledge repository which help the faculty and the students to inculcate the knowledge beyond the curriculam. These rare collection of books are located in the second floor of the library, which has a binding section to monitor, cross verify and preserve articles. These books are given only for reference to the faculty and students

The rare books have been preserved with intense care as the wealth of the library knowledge centre. The Library conduced the library week every year, to attract the students towards the library. During the week, Book Exhibition, Rare Book Exhibition, Quiz Competition and One day National Conferences insisting and pressing the importance of reading are held.

Not only rare books, SXC library also preserves rare resources like palm manuscripts, very old video tapes which contain religious collections and inspirational videos that are unique in nature. To ensure that our resources are remaining intact for a long duration, library staff are assigned with the responsibility of protecting the resources by performing annual fumification and safeguarding from any other damage.

File Description	Document
link for 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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 16.22

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
16.75	15.52	19.62	14.72	14.49

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 16.36

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

Response: 577

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:

Computing Facility:

SXC has a total number of 493 computers which all are of latest configuration. There are around 10 Computer labs in the campus. As the world is becoming completely digital, SXC is keen in giving computer education to all the students irrespective of the department they belong to. The Student - Computer ratio is 1:1 (Computer courses). All the departments and the research centres have their own computers.

Total Number of Computer Science Laboratories : 10

Computer Lab Name	Number of Computers
MCA	80
MBA	75
Computer Science	60
Mathematics	25
Commerce	74
Internet Lab	50
Language Lab	74
Botany Lab	25
Zoology Lab	10
Visual Communication Lab	20

Servers, Open source software and Propriety Software:

SXC maintains a total number of 13 servers, which include 1 web server, 1 server exclusively for library, 6 servers for UG lab(Linux server-2, Windows server-3, Oracle Server-1), 4 servers for PG lab (Linux server-1, Windows server-1, Oracle Server-2), one Proxy server, with which Xaverians enjoy the computing facility.

Internet Facility:

In the current era, the need for Internet has become mandatory in information sharing, knowledge dissemination. To facilitate the sharing of files between departments there exists LAN connection. SXC has an Internet Lab, which has 50 computers with high speed internet connectivity. Faculty, students and research scholars make use of this facility and benefit a lot.

Wi-Fi Facility:

SXC campus is completely Wi-Fi enabled in the year of 2016. From all the departments, classrooms, and seminar halls data could be easily accessed.

The institution has 20 hotspots with extenders provided to cover the wireless range throughout the college. All computers in the campus are connected to the internet as it is essential for the faculty and students as well.

The speed of the Wi-Fi access is 50 Mbps. The laptops those are brought in by the students are connected by noting down their system's MAC address. They are highly benefited by the data connectivity.

As 75% of the students are having laptops of their own, they bring it and register their device's IP address and get Internet access inside the campus.

The noteworthy feature of SXC is that its students, faculty and research scholars have 24/7 access to the internet.

Web team:

SXC has an active web team, which deals with creating, updating the college website. Periodic updates are done regularly to make the website very vibrant and dynamic.

IT Admin:

There is a designated post in SXC called ITAdmin, whose job is to take care of the issues related to all the computers that are in the Computer labs, Internet centre, Language lab, Departments and Research Centres. Any technical issues are settled down immediately and used for knowledge enrichment & dissemination.

File Description	Document
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 4.95

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

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

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

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](#)
Any additional information	[View Document](#)
Link to photographs	[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: 49.13

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
249.72147	228.10749	260.77828	200.06850	180.00782

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[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 with its 96 years of experience has established systems and procedures for maintaining and utilizing every facility under its domain. Every year the management of SXC spends a large amount for maintaining the physical, academic and support facilities.

Maintenance of the Campus

The care and regular maintenance of the entire college is foreseen by the Campus Minister who with his staff supervises daily functioning. A team which is lead by Secretary supervises regularly ensures the cleanliness and maintenance of the college. A group of workers are deployed in doing all the cleaning tasks regularly. The roads, common places, faculty and class rooms, laboratories, research centres, rest rooms are cleaned daily and mopping is done periodically.

Classrooms

Classrooms are available with necessary infrastructure under the purview of the Secretary Office. In case of any repair or technical complaints a standardized form is used for the immediate rectification and assistance that would be facilitated by the **Instrument Maintenance Facility (IMF)** technical team.

90% of the classrooms are fixed with ICT tools for effective teaching - learning. ICT is an effective tool for integrating and automating various activities of examination system at different administrative levels to bring reliable, efficient, scalable, transparent and robust e-governance solutions.ICT, as an assortment of new computing and communication artifacts, is a rapidly advancing technology. ICT has provided means for faster and better communication, efficient storage, retrieval and processing of data and exchange and utilization of information to its users. With the support of ICT, students enrich their knowledge.During summer holidays and as per the requirement of each department regular refurbishment of desks, tables and chairs are looked into.

Laboratories

The laboratories at SXC house a large collection of sophisticated equipments to carry out research. The Laboratories are equipped with fire management systems which include; evacuation and control, first-aid kits, fire extinguishers, fume cupboards, exhaust ducts, goggles and safety masks are available to deal with various classification of fire in case of any emergency situations. All the Science and Computer labs are having emergency exit ways, which could be used when needed. The software in the computer systems are used updated regularly based on the need of the students.

Library

The books in library are accessed, stamped and then shelved according to proper classification. Periodic Book binding is carried out to prevent the damage of books. A Library Advisory Committee exists for the optimum functioning and improvement of services. Every year, a good number of books are purchased and shelved. Maintenance of the books is done periodically and the fumification process is done annually. The recent trade mark of the institution is its effective RFID system that monitors the in and out movement of students, faculty and visitors.

Sports Centre

A dedicated team of a Physical Director and an Assistant (marker) are available to monitor and maintain an effective functioning of the sports wing. Sports equipments are periodically refurbished and new equipments are purchased accordingly. Cutting, cleaning and maintenance of various grounds are regularly taken care. First-aid kits are always available for any emergency. Periodically tournaments and other sports meet are conducted in the indoor and outdoor stadiums.

Computer Services

The comprehensive IT policy of the college is to support and facilitate the teaching, evaluation, research and administrative functions of the College through an e-managed environment, providing a wireless, high speed network, secured from intruders, with regular data backup and recovery techniques along with a licensed software and updated highly refined servers for better performance and flexibility. The college appoints a Systems Administrator for efficient maintenance of computers. A well trained team lead by an admin exists for the regular maintenance of IT enabled services and computer aided facilities. The Director of the Computer Centre ensures the maintenance of computers and network facility of the institution.

Generator facility

The campus has 7 diesel generator with a capacity of 250 KV and two generators with a capacity of 75 KV. There is a central RO plants and water tanks available for clean drinking water facilities and this is regularly maintained.

Canteen

The Canteen Maintenance Committee headed by the Secretary takes care of quality and price along with other related issues of the canteen. The management checks the quality preparation and availability of food frequently.

Water and Waste Management

There are effective solid, liquid and waste management systems available in the institution. Every block is having water harvesting units and environment panels are periodically checked. There are adequate dustbin facilities available throughout the campus with color distinction for the segregation of bio- degradable and non-degradable waste.

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: 35.7

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
1162	1162	1203	1191	1148

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: 24.89

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
793	732	1008	930	630

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

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance 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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 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 students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 68.59

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
1182	3043	2748	3052	1223

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: 3.56

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
101	94	133	103	154

File Description	Document
Details of of students benefited by Vocational Education and Training (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](#)

5.2 Student Progression

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

Response: 14.88

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
234	177	143	102	54

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 37.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 339

File Description	Document
Upload supporting data for student/alumni	View 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: 100

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
27	16	15	5	1

5.2.3.2 Number of students appearing 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
27	16	15	5	1

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[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: 26

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
10	4	7	1	4

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:

Student Council is constituted by the students in order to foster democracy and is supervised by the Dean of Students and Dean of Women Students. Student Council is formed by the interested and eligible students elected by the students through online voting at the start of every year. As soon as the election results are announced, an orientation programme for the members of the Students Council and Class representatives is organised.

The Student Council gives an opportunity to actively participate in fund raising, to efficiently organise and conduct fine arts events and activities and to develop leadership.

The institution encourages compassion and generosity in the young minds. In order to instigate such a rare virtue through deeds of love, "One rupee a day" fund raising is made every Friday. It is a meaningful venture led by Student Council. The collected money is utilized for giving financial assistance to the needy and the poor.

- Every year, in collaboration with Fine Arts ,Student Council organizes the following programmes:
  - INDECO [Inter departmental Cultural Competitions]
  - Student Council & Fine Arts Inauguration and Valediction
  - Teacher's day Celebration
  - Christmas day Celebration
  - Pongal Celebration
- Women's day Celebration and awareness seminar in Collaboration with Women's forum
- Student Council organizes awareness programmes and competitions related to Global Warming, Swachh Bharath, Voters day, TB, Wild life Day etc
- Student Council organized Inter collegiate Quiz Competition [INCOQU] from 2016-17, and Inter collegiate Literary Competition [INCOLC] from the year 2017-18
- Student Council has released newsletters called **SXC EXCELLA 17** and **SXC EXCELLA 18.**

The Composition of Student Council:

Deans: 2 Deans

Advisors: 7 faculty members

Office bearers:

1. Chairman
2. Vice-chairman
3. Secretary (Shift I)
4. Secretary (Shift II)
5. Joint Secretary (Shift I)
6. Joint Secretary (Shift II)

Representation of students in various committees:

1. Academic Council
2. College Council
3. Internal Quality Assurance Cell
4. Planning and Evaluation Committee
5. Student Council
6. Anti-ragging committee
7. Anti-ragging squad
8. Board of Studies

File Description	Document
Link for Aditional Information	[View Document](#)

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

Response: 15

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
19	15	13	14	14

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 Association of St. Xavier's College was established in 1945, enabling the pass out students to reconnect with the College. Alumni Association has its chapters at Chennai, Bangalore, Coimbatore, Tenkasi, Kovilpatti, Tuticorin and Nagercoil to promote periodic meetings. Office Bearers of Chapters meet regularly during Annual General Body Meeting as well as our Family Day i.e. on 26th of January every year.

A most meaningful way of giving back to the Alma mater was made in the form of Judge Joseph Clinical Lab. This contribution is made by the son of one of our Alumni, Judge Joseph. This laboratory is providing various clinical tests at the subsidized rate for the students, teaching staff, non-teaching staff, alumni and local people. Alumni Association gives 'Thirukkural' book to students during graduation day is another meaningful gift.

The following endowment funds and scholarships were generated by the Alumni and continued sponsoring every year.

1. Fr. K. A. Soosai Memorial Scholarship Rs – 50,000/-
2. Ex. Mayor. AL. Subramanian Endowment Scholarship Rs 2,00,000/-
3. Ln. Mohan Chellappa Educational Endowment
4. A. Antony Thomas Educational Endowment – 2,50,000/-

5. Rev. Dr. Leo Antony Tagore S.J. Rs 30,000/-
6. Rev. Dr. Antony Pappuraj S.J. Rs – 10,000/-
7. Prof. A. Easu Joseph Endowment Rs 10,000/-
8. Prof .P. Muthusamy Educational Endowment Rs 10,000/-

The accrued interest generated from the above endowments was converted into meritorious Scholarships for poor students and are awarded during College Annual Day every year.

Non-financial contribution of Alumni Association is regarded so precious, as it renders helping hands to the College in shaping the future of the students.

1. IAS/NET/SET Coaching classes were conducted. Outside professors were engaged. Required examination materials were supplied
2. Motivational talks to II UG / III UG students were organized on every anniversary of Late Ex.Mayor A.L.Subramanian Memorial Day.

Contribution towards College Development by Alumni / ae Association

1. MBA new building fund: Rs 2 lakh
2. College Building fund: Rs 3 lakh
3. For Solar energy conversion: Rs 5 lakh
4. For victims of Flood / Heavy Rains at Chennai, Cuddalore – Rs 1 lakh through College.
5. Contributes to Orphanages on Christmas Day Celebrations through College.
6. During Family Day, family members of teaching, non-teaching staff and alumni have opportunities to exhibit their hidden talents. Prizes /gifts were awarded.
7. During medical Camps conducted by Department of STAND, the services of our Lab-Technicians/consulting Doctors were utilized. Expert medical tips and guest speeches are organised through Judge Joseph Clinical Lab. Medical services/Clinical Tests were given at affordable price with a sole aim to help the most economically backward and downtrodden people of the society.
8. To tide our severe drought situations prevailing during the last summer, arrangements were made for digging two Bore wells at College at a Cost of Rs 80,000/-.

File Description	Document
Link for Additional Information	[View Document](#)

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

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	<u>View Document</u>
Alumni association audited statements	<u>View Document</u>

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

Response: 37

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
12	7	7	5	6

File Description	Document
Report of the event	<u>View Document</u>
Number of Alumni Association / Chapters meetings conducted during the last five years	<u>View Document</u>

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:

- The Jesuit Management, Principal, IQAC and the Faculty invest collective effort to create a conducive atmosphere in the college. The Principal is the Head of the academic and administrative wings of the college. The IQAC defines the quality benchmarks for enhancing the academic ambience of the college.
- Before implementing quality enhancing strategies, discussion is held at various levels to get the suggestions of the stakeholders. An active interface between the students and the administration is ensured through Student Council.
- Apart from the regular academic schedule, several motivational training sessions (e.g. Evil effects of Blue Whale Game, use of tobacco), guidance classes and personal counseling cultivate holistic development of students.
- The college aims at the training of young men and women of quality to be leaders in all walks of life so that they may serve the people of our nation in truth, justice and love. Thus, it aims at making its own contribution towards a transformation of the present social condition, so that justice, equality and the moral values enshrined in the Constitution of India may prevail in the daily life of every citizen.

Nature of Governance:

- The Board of Management at SXC constitutes all the Jesuit Priests living inside the college campus. They are led under the guidance of the Provincial, the Madurai Jesuit Province.
- Along with him the Rector, the Secretary and the Principal lead the college in achieving its vision and mission. Under the leadership of the Rector, the Secretary executes the administrative functions of the college including the recruitment and employee engagement in the college while, the Principal is bestowed with the power of exercising all the academic activities of the college.
- The Board of Management meets every month to review the working of the institution and plans for the development of the institution.

Participation of Teachers

- The College collects feedback from Teachers in an open forum in the General Body Meeting which will be conducted four times in a year.
- Every "A" order day, the Principal convenes a meeting in which the Secretary, Vice-Principals, IQAC Co-ordinator, Deans, Controller of Examinations, and Heads of Department discuss the activities of the college and suggest suitable measures to be taken for quality enhancement.

Perspective Plans

- Perspective plans are formulated keeping in view the mission.
- Plans are formulated through expertise from experienced advisors as nominees of the various

bodies.
- Plans are communicated to students, faculty and stakeholders through Prospectus, academic Calendar, website and instructions of Principal through Notice –board display.
- Plans are communicated to parents and alumni during Parents meeting and Alumni meeting

Reflective of an effective leadership

With a well-defined vision and mission statement, the Board of Management ensures that the purpose, for which the College is established, is safeguarded. It promotes an atmosphere conducive to produce intellectually competent, morally upright, socially committed, spiritually inspired citizens in the service of our nation.

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

6.1.2 The institution practices decentralization and participative management

Response:

SXC has the policy of decentralizing the administration in all its educational endeavors.

- Decentralization of administration is ensured by the effective functioning of 40 committees in the college. These committees, which include the administrators, faculty, students and external experts, facilitate decentralization of administration.
- For an effective and efficient administration, the Principal delegates his power to the different officials. The Deputy Principal deals with the immediate matters concerning the staff and students of Shift – II. The Vice–Principals deal with the daily attendance and discipline of students. The Deans of Arts and Science coordinate the planning and execution of all academic programmes.
- The IQAC Co-coordinator suggests quality sustenance and quality enhancement measures to be implemented in the college.
- The Heads of Department and Co-coordinators of Shift-II courses co-ordinate various academic and non-academic programmes of their respective departments. The Dean of Students facilitates co-curricular and extra-curricular activities and those of Student Council. The Dean of Women Students co-ordinates co-curricular and extra-curricular activities of women students in collaboration with the Dean of Students.
- The Controller of Examinations co-ordinates the affairs of the testing and evaluation of the academic performance of students.
- The policy of SXC is to convene the meeting of Officials, Heads/Coordinators of departments once in a week for discussing ways and means of carrying out all curricular, co-curricular and extracurricular activities by eliciting responses from every member.

The following bodies ensure effective functioning of the college:

- Governing Body
- Academic Council

- College Council
- Finance Committee
- Internal Quality Assurance Cell (IQAC)
- Planning and Evaluation Committee
- Awards Committee
- Examination Committee
- Appeals and Grievances Committee
- Admission Committee
- Curriculum Development Cell
- Research Cell
- College with Potential for Excellence Committee
- Sports and Games Committee
- Library Committee
- Calendar Committee
- Magazine Committee
- Parents Association
- Democracy Forum
- Consumer Club
- Fine Arts Committee
- Placement Cell
- Campus Ministry
- St.Vincent de Paul Society
- AICUF
- Alumni Association
- Enviro Club
- College website committee
- Campus grievance redress cell
- Student Council
- Campus Ministry
- Local Grievance Cell
- SC / ST Cell
- Women's Forum
- Anti-ragging Committee
- Anti-ragging Squad
- Youth Red Cross
- Blood Donors' Club
- Red Ribbon Club
- Public Relations Committee.

Case Study: Schools of Excellence

- The school system was established in June 2016.
- Disciplines grouped into seven schools- School of Life Sciences, School of Physical Sciences, School of Computing Sciences, School of Languages and Culture, School of Management Studies, School of Human Excellence and School of Social Work and Media Studies- function under directors with participation of department heads.
- All academic activities undertaken through schools facilitate an interdisciplinary exchange of expertise within the curriculum.

- It promotes innovation, collaboration and excellence.
- It facilitates interdisciplinary research
- It strengthens research activities.

It promotes sharing resource among various departments.

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

6.2 Strategy Development and Deployment

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

Response:

EMPOWERING DALIT AND RESERVED CATEGORY STUDENTS

SXC has definite strategic plans to ensure quality enhancement activities Students Advisory Committee and Discipline Committee handle student activities and maintain discipline. Anti-Ragging Committee and Sexual Harassment Committee provide safe environment for individuals to study in the college. While revision was made in CBCS, several meetings at college level and departmental level were conducted. The Curriculum Development Cell provided a matrix for all the departments as the blueprint. IQAC and Deans' Office prepare the general timetable for UG programmes every semester.

SXC strives to uplift the Dalit/Downtrodden. It gets reflected in admission policies. In the academic years 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18 the college admitted respectively 13%, 14%, 5%, 16%, 8% more than the number of seats earmarked for reserved category. SXC sets goals

- To provide an integral formation
- To create agents of social change
- To strive for academic excellence and promote research.

For the modalities to achieve these goals, SXC offers courses on core subjects, allied subjects, personality development, leadership, human rights for students. Also the goals are achieved by

- involving students in outreach neighbourhood programme
- training them in critical thinking
- training them in civics and duties of a citizen
- training them to work as a team.

The Choice Based Credit System provides flexibility in programme options.

Part I - Tamil / Hindi / French: General Tamil/Hindi / French is offered during the first and second years of the UG Programme.

Part II - English: In order to make the entrants to the degree level feel confident with the medium of instruction (English), an intensive teaching of English is envisaged in the Choice Based Credit System.

Part III:

a) Core : These courses deal with the fundamental concepts and lead the students towards taking up application-oriented courses.

b) Allied : These are the traditional ancillary courses. Under the present system each student will have to take four Allied Courses in the UG programme.

c) Elective : These courses are designed to provide choices to students in major elective courses.

Part IV: The courses under Part IV focus on personality development and communication skills.

Part V - Extension Activities: STAND, an outreach programme developed by the college takes the fruits of education to villages.

Extra Credit Courses (ECCs): These courses are inter-disciplinary courses, designed to facilitate horizontal movement. Students study these courses outside the class hours and earn more than the credits required to get a degree.

The PG programme provides Core options and Elective options. The aim of the PG curriculum is to develop the skill of problem solving and promote research culture among students.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for 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:

Governance

The long term plans and overall direction are spearheaded by the Provincial and the Board of Management. The Rector is the chief functionary of the college and heads the Board of Management. He is the Vice-Chairman of the Governing Body. The Governing Body is a policy making body which periodically plans the policies pertaining to academic and administrative matters. The Statutory bodies of the College are the Governing Body (GB), the Academic Council (AC), the Board of Studies (BoS) and the Finance

Committee (FC). The GB is constituted as per the norms of the UGC. With regard to the holistic development of the college, the GB meets and chalks out the entire plan for the institution. It proposes the introduction of new programmes approves proposals for infrastructure development. It assesses and evaluates all the activities of the College and gives directions for improvement.

The executive leadership consists of the Principal, the Deputy Principal, the Vice Principals, IQAC Co-ordinator, Deans, and assisted by a number of committees. The participatory role of the management creates the involvement of the college staff, which is necessary for the efficient running of the College. The Academic Council, constituted as per the guidelines of the UGC, reviews and approves the recommendations of the Board of Studies with respect to curriculum development and evaluation. The BoS designs the curriculum, syllabi, prepare panel of question paper setters and examiners and present the recommendation in Academic Council meeting. The FC prepares the budget and the budgetary provisions will be placed in Governing Body for approval.

Apart from mandatory committees like GB, AC, FC, BoS and IQAC, the management has constituted several committees to ensure decentralization and participative management. All the activities of the College are planned and executed after democratic discussions.

Every "A" order day, the Principal convenes a meeting in which the Secretary, Vice-Principals, IQAC Co-ordinator, Deans, Controller of Examinations, and Heads of Department discuss the activities of the college and suggest suitable measures to be taken for quality enhancement.

Interaction with Stakeholders

The Internal Quality Assurance Cell (IQAC) of the College is given the task of initiating and monitoring the quality enhancement strategies of the College.

Reinforcing the culture of excellence

To march towards excellence the College adheres to the following practices:

- Orienting staff and students towards vision and mission
- Ensuring quality of the faculty through merit-based selection
- Following student-centred teaching-learning process
- Participation of staff in decision making process

Grievance Redressal Mechanism

Campus Grievance Cell(CGC) consists of the Convener(a Jesuit from other institution), Assistant Convener(a Jesuit from some other institution), a member from the management, a teacher from St. Xavier's Higher Secondary School(SXHSS), Palayamkottai, a retired teacher from SXC, a retired teacher from SXC, and an employer of some other institution. CGC meets as and when the need arises. Students Grievance Redressal Cell comprising of four members from the college with the Principal as Chairman meets once in a semester to sort out grievances of students.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for 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**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 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:

Women Empowerment

St. Xavier's College started admitting women students in PG courses in June 1979. Co-education was introduced in UG programmes in 2008. For attending the needs of women students, a Dean of Women Students was appointed by the management in 2008. St. Xavier's College believes that women

empowerment is the prerequisite for a developing country to become a developed country. In order to create more avenues that would allow them to grow, develop and feel reinvigorated, Women's Forum (LUXIFEM) was started on 25.09.2012. From inception it has been conducting health / hygiene awareness programs, orientation programs on women rights, and various competitions. There was representation from women students that there should be more scope for them to carry out research related activities. So the proposal to start the Centre for Women Studies was placed in the Governing Body meeting held on 13.02.2015 and it was approved. Then the centre for Women's Studies was started on 08.07.2015 with the following objectives:

- providing training in career oriented skills for women students
- conducting research related activities on woman issues
- evolving a full-fledged Women's students Resources and Research Centre.

The Centre for Women Studies has conducted the following activities:

- A 30 hour certificate course on Social Skills for women focussing on communication
- A state level seminar on Equity and Access: Women Empowerment in Higher Education Institution in India sponsored by TNSC for Higher Education on 11.03.2016.
- A National conference on "Women in Science and Technology" on 02.03.2017.
- Training on Legal Rights of Women on 28.11.2019.
- Intellectual contest on Legal Rights of Woman sponsored by National Commission for women 13.12.2018.
- The Centre for Women Studies started Vinnarasi Tailoring Institute on 14.02.2019 with 28 tailoring machines and 4 embroidery machines to conduct certificate and diploma courses in Tailoring and Embroidery. This initiative will ensure to develop women entrepreneur and eventually it will lead to incubate a number of start ups by our women students.

Women Counselling

The college has got a long tradition of extending counselling to students. There are two full-time counsellors in the college to offer personal guidance to students in the cultivation of emotional, moral and social virtues. Counselling is done through Tutor--Ward System also. As mentioned in the Academic Calendar, the meetings of Tutor and Wards are held on "F" order for I UG students and "B" order for II UG students. The meeting is mandatory and record notebooks are maintained to indicate personal and academic aspects. From the year 2015, there is a separate woman counsellor, who has got experience in family counseling and counselling for students. Counselling serves as an important aspect of women empowerment at St. Xavier's College, promoting not only cultural and spiritual enrichment but also helping women students become socially responsible citizens.

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

6.3 Faculty Empowerment Strategies

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

Response:

St. Xavier's College has a welfare mechanism in place for the teaching and non-teaching staff the various welfare schemes are the following:

- Financial assistance to non-teaching staff to meet emergency expenses
- Judge Joseph Lab for diagnosis of medial aspects with subsidised fee structure
- Fee concession to the children of non-teaching staff through Jesuit Education Support (JES)
- Priority given in the admission of wards of the teaching and non-teaching staff
- Maternity benefits and medical leave
- Wi-fi facility in the departments and library
- Canteen facility
- Bank facility
- Staff quarters for non-teaching category

Staff Meetings and Get-togethers

At the beginning and end of every semester there is a staff meeting in which opinion will be elicited from staff on welfare measures. During the feasts of St. Ignatius and St. Francis Xavier the management invites all staff members with their families to participate in Holy Mass and in the breakfast hosted by the management. During College Annual Day celebrations, Interdepartmental cultural Competitions the management hosts Lunch for the staff. Every year the management conducts Xavierian Night(New year gathering) in which staff members participate with their spouse and children. At the end of the function the Management hosts a Dinner for all. This wonderful event is observed to be a stress relieving factor and as a result many of them appear to be ventilating their negative emotions and resuming their duties with new vigour.

Statutory and Non-statutory Welfare Measures

The Institution provides some of the statutory welfare measures such as Gratuity and Employee Provident Fund and ESI to staff. Gratuity is provided for the employees working in the aided stream while EPF is provided for staff working in self financed scheme. And, ESI is offered to employees working under self-supporting stream whose income is within the limit prescribed by the ESI organization.

The college management, as part of its non-statutory welfare measures, provides the deserving staff with adequate housing facilities in two Staff Quarters (Total nos. 28 houses) closer vicinity of the college. House rent is collected at a very nominal rate.

Welfare Funds

St. Xavier's Co-Operative Thrift and Credit Society Limited, (No.1746) is a registered welfare fund for both teaching and non-teaching staff of aided stream managed by an Executive Committee (EC) of ten staff members. This gives loan to all aided stream teaching and non teaching staff at a low interest from 2013-14 to 2017-18, 68 members have received loans (Rs. 30250000/-) at a nominal rate of interest.

Non-Teaching staff welfare fund was started by the Management in 1986. From 2013-14 to 2017-18, 107 members have utilized (Rs. 1819000/-) loan facilities with zero percent interest from welfare fund.

Non-Teaching staff benefit welfare fund was started by the Management in 1999. From 2013-14 to 2017-18, 140 members have utilized loan (Rs. 5895000/-) with zero percent interest from benefit fund.

File Description	Document
Any additional information	View Document

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: 65.6

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
123	141	109	113	91

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	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: 37

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
37	43	34	36	35

File Description	Document
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[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: 87.65

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
170	168	170	160	103

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Performance Appraisal System

The institution appraises the performance of the non- teaching staff by conducting an exit poll(survey) in which the outgoing students express their views on the performance of non-teaching staff in the College Office, Laboratories and Extension Service Offices. Based on the student feedback, the Principal and the Secretary instruct the non-teaching staff for effective performance.

The College has a definite appraisal mechanism. The performance of teachers is assessed every year after getting feedback from students. When the teachers in the grant-in-aid stream apply for promotion, the appraisal is done by the Principal and the respective Head of the Department and the appraisal form is forwarded to the Regional Joint Director of Collegiate Education.

Students provide feedback on their course teachers at the end of every semester on the following criteria:Subject knowledge of the teacher,Teaching skills (in terms of articulation and comprehensibility),Sincerity / Commitment of the teacher, Interest generated by the teacher,Ability to integrate course material with life situation,Ability to integrate content with other courses,Availability of teacher in and outside the class,Ability to evaluate Quiz, Assignment, etc., objectivity and impartiality, Attitude of the teacher to give individual attention for week students,Overall rating.

In exit survey the feedback is received from students about teaching-learning process.

As per the direction of the Coordinator, Higher Education Commission, Jesuit Madurai Province, the college conducts performance based evaluation for the young members of the staff. The Principal evaluates the staff based on the parameters: Commitment to academic excellence, Research, Consultancy, Promoting Jesuit values, Contribution to the college, Promoting Socio-Religious Cultural Programmes, and Service to the society. The students evaluate the staff based on the parameters: Adequate preparation for classes, Teaching excellence, Ability to give day-to-day and practical examples, Expertise in solving problems/ application-oriented case studies, Relating to current subjects of innovation, Punctuality to lectures, Obtaining / assessing the learning by regular feedback, Inspiring to the students as a role model, Ability to answer the questions from the students, Availability after the class hours, Identifying and promoting students' talents, and Assisting students to resolve personal issues/ conflicts.

The HoD/Peer evaluation is done based on the parameters: Subject / Content of Teaching, Organization of Teaching-Learning, Handling students, Teaching methods, Presentation, Management, Sensitivity, Accompanying students, Conduct, Commitment, Punctuality, and Co-Operation with other staff.

The Jury fixed by the management is done base on the parameters: Communication, Clarity, Teaching Methodology, Future vision for students, and Contribution to the college.

Self evaluation is done based on the parameters: Teaching Skills, Lesson Planning / Design & Knowledge Of Subject, Personal Conduct In The College, Relationship With, Participation in co-curricular, exra-curricular, Association activities.

The results are analysed by the management and the same is shared with the concerned teachers by the Secretary and the Principal.

File Description	Document
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial Management and Resource Mobilization

- The Society of St. Francis Xavier with PAN No.AAAAS8695N is a society registered under the Tamil Nadu Societies Registration of 1975 and the Society is granted approval U/s. 12AA of the Income Tax Act of 1961.
- St. Xavier's College (Autonomous), Palayamkottai is aided by both Tamil Nadu State governments, the University Grants Commission and Government research funding agencies.
- The institution has appointed a Chartered Accountant as external auditor responsible for the audit.
- External auditor completes statutory audit of Parent Society at the end of the financial Year.
- The Society also runs various hostels *viz*. Mother Theresa Women's Hostel, Britto Hostel, Xavier Hostel and Bellarmine Hostel. The Agriculture Farm and Poultry Farms in Vickramasingapuram and Gopalasamudram are also under the control of the Society.
- The Society maintains separate books of accounts of all the units and the activities of all the books of accounts are subject to annual audit by independent Chartered Accountant. The financial statements are also certified by the Audit Firm and the Audit Reports are issued every year.
- Salary grant of the Teaching and Non-Teaching staff working under Aided category are released by the State Government.
- The claim bills for the salary grant to the Teaching and Non-Teaching staff are duly verified by the Regional Joint Director of Collegiate Education, Tirunelveli Region. So the salary grants received by the College under aided category are pre-audited.
- The tuition fees for the UG students are waived as per the orders of the State Government. Tuition fee for the PG students and special fee for both the UG & PG students are collected as per the Government norms.
- The UGC accounts (Recurring & Non-Recurring grants) are audited and certified by the Chartered Accountant and the Statement of account and Utilisation Certificate are submitted to the funding agencies.
- The Financial Statement of Account comprises salary, fee collection, scholarship and UGC accounts which are submitted every year to the Regional Director of Collegiate Education, Tirunelveli.
- The income of the Self-Financed Courses is also audited every year by the Chartered Accountant.
- The Scholarship for students are released by the relevant departments after scrutiny. The account under Scholarship scheme is audited regularly.
- The Accounts of our College have been audited and Audit Reports are issued till 31.03.2018.
- Based on the Audit and Financial Statement of all the units, the Society also files the return of Income in every Assessment Year.
- The Return of Income in respect of the Financial Year 2017-18 has been filed during the Assessment Year 2018-19.
- No Objection was raised by the External Auditor.

The College audits all its Financial Accounts, Research Grants and Management Salaries, Fees and Scholarships annually.

File Description	Document
Link for Additional Information	[View Document](#)

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: 22.15

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
11.90	2.50	5.05	2.4	0.30

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

SXC is known for its integrity in its functioning since its inception in 1923. The college is able to implement various quality enhancement activities with its ability to mobilize resources.

Remuneration and Reward

- Government pays the salary for the aided Faculty. The self- financed staffs are paid by the management.
- Funds are allocated for effective teaching-learning practices such as organizing seminars for the faculty, departmental seminars and training programmes.
- Faculty members are honoured on the college day for their achievements in research in arts and science streams separately.
- The research seed money is paid by the management for publication in referred peer reviewed journals from the research fee.

Mobilisation of Grants

- Management grants for carrying out teaching learning and research activities and for infrastructure augmentation
- Fund received from student fees
- Staff members to apply for grants for research projects from funding agencies such as, UGC,CSIR,DBT,DST,MOES,MOEF,ICSSR, ICFR, ICHR and TNSCST
- Alumni and well-wishers contribution to the college for infrastructure augmentation and academic activities
- Staff contribution for the institution
- Endowment created by alumni and well wishers (so far 128 endowments are created)

- Receiving funds from UGC for various schemes including College with Potential for Excellence Scheme
- Receiving scholarship money from Government and Management
- Receiving fund from the management and students for STAND Outreach Programme

Utilization Requirements

- Funds received must move only through proper channels of administration
- Amount allocated must be spent for the purpose specified only
- Urgent requirements need to be met for the welfare of the institution
- Fund to be used at the appropriate time

Utilization of Fund

- Endowment Fund is used for giving prizes and scholarships money (627 endowment scholarships from 2013-14 to 2017-18)
- Scholarships for poor students by the management and the Government (631students received management scholarship; 5866 students received Government scholarship from 2013-14 to 2017-18)
- Conducting Seminars/Endowments lectures
- Utilizing the fund for maintenance and building and infrastructure
- Enhancing greenery, water facility and campus facility
- Mid-Day meals are fully paid by the management (around 402 students from both shifts were benefited from this programme during 2013-2018.
- Second year UG and first year PG students visit the adopted villages to carry out STAND outreach programme

Annual Stock Verification

- To verify all equipments purchased from government and management funds

Review of policy

- The finance committee meeting is conducted at the beginning and at the end of the year to allocate and review the implementation of the budget.
- The policy of mobilization of funds and the optimal utilisation of resources will be reviewed every year.

File Description	Document
Link for 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:

Practice1. Process of offering life skills and employability skills

Quality Assurance in SXC is to provide the best possible education service to students. It focuses on improving the processes to deliver quality education to the society.

IQAC planned the process of offering life skills and employability skills to the students of SXC and conducted a training programme for the teachers in the department of Foundation Courses on 22nd & 23rd November 2016.

Life Skills enable individuals to translate knowledge, attitudes and values into actual abilities. Life Skills have been defined by the World Health Organization (WHO) as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The Life Skills based Education is being adopted as a means to empower students in challenging situations. The Life Skills based education refers to an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and support the adoption of healthy behavior. Life Skills education believes that early intervention and support at key moments in the lives of young people is vital.

The process of teaching the course life skills to students was discussed and finalized in the training programme organized by the IQAC. Around twenty teaching modules with videos and power points were produced during the training programme.The teaching and evaluation methodologies were finalized during the training programme. The Academic Council and the Governing Body approved the proposal of the department of Foundation Courses to offer the Courses Life Skills and Employability Skills to the Under Graduate students. When the process was monitored it was decided to modify the teaching and evaluation processes. from descriptive type to worksheet model. In the new method, students actively take part in the teaching-learning process.

Practice 2. **Practicing ICT teaching-learning process**

SXC feels that the usage of Smart Class Technology and ICT resources will pave way for making entire teaching learning interactive, effective, easy and intuitive. So IQAC conducted training programme on the usage of Smart Class Technology 19-08-2015&20-08-2015 and a Training programme on preparing e-content was conducted from 12.11.2015 to 15.11.2015 for teachers.

Outcome of the Programmes

- Teachers became aware of various e-resources.
- Teachers have learnt about the expectation of students in classrooms at the digital age.
- Teachers have acquired the skills needed to prepare e-content material.
- Teachers have been equipped with technology to make students visualize all tough concepts through the integration of 3D animations. and videos in the e-content to be produced.
- Teachers have been inspired to produce quality assured e-contents.

IQAC recorded 40 videos on e-content and hosted in the website and students could learn through them

whenever they have time.

Also IQAC has video graphed the demonstration of the facilities available in **SMART Board** and it has been uploaded in website.

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

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:

1. Periodic Assessment of curriculum, faculty and all aspects of campus

IQAC has striven to sustain and enhance quality measures in all academic endeavors in the institution, since its inception on 02-12- 2003. It conducts student feedback on teachers, feedback on curricular aspects from students, alumni, parents, employers, general feedback on different aspects of the campus from students, alumni, parents, employers, performance based evaluation for teachers as per the direction of the Coordinator for Madurai Province Jesuit Higher Education Commission, exit (survey) poll on all aspects of the life in campus to provide valuable feedback for quality sustenance and improvement in teaching, learning and research experiences in the College.

In student feedback on teachers, students evaluate subject knowledge, teaching skills, commitment, impartiality and attitude of the teacher. In feedback on curricular aspects from students, they voice their concern about relevance of syllabus, learning value in terms of skills, analytical abilities, concepts and knowledge and extent of coverage of the course to write competitive examinations. In feedback on curricular aspects from alumni and parents, SXC gets opinion on the quality of course content, overall development, skill imparted, facilities, quality of faculty, quality of teaching learning process and extra-curricular activities. In feedback from employers, SXC gets opinion for human talent, logical ability, domain knowledge and quantitative aptitude of students. In exit survey from final year students, SXC gets opinion on all aspects of their campus life.

For feedback on curricular aspects, the analysis of feedback is sent to the Chairman of Board of Studies for taking suitable measures. For student feedback on teachers the analysis of feedback is distributed to every staff member for his/her introspection. For feedback on all aspects of campus, the analysis of feedback is submitted to the management for future action.

2. Periodic Assessment of learning outcomes facilitated by the IQAC

Once in fortnight the meeting of Officials, Heads/Coordinators of departments is conducted to review all academic endeavors undertaken in the campus. Two external academic audits were conducted and the recommendations are given below;

Recommendations of External Academic Audit conducted on 11-01-2016 and 12-01-2016:

- Newly joined staff can be motivated to write proposals for minor projects, seminars, workshops and conferences.
- Make the campus Wi-Fi enabled.
- Import soft skills to students.

Recommendations of External Academic Audit conducted on 10-04-2018:

- Encourage every department to organize at least one national seminar every year.
- Motivate Science departments to encourage their students to apply for Summer internship and Winter Schools through INSA.
- The college can publish e-newsletters which could be uploaded on the college website.
- Strengthen the Placement Cell so that more students get training as well as job offers.
- Identify your institutional distinctiveness and prepare a write-up
- Prepare your students for Students Satisfaction Survey
- Prepare Programme Outcome and Course Outcomes for each programme and upload them in the website along with the syllabus/curriculum.
- Make the total campus disabled-friendly.

The above recommendations of External Academic Audit were duly implemented.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 21.2

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	18	17	14	23

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of 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:

SXC after its third visit by NAAC during the period 2012-2018 witnessed the following significant changes:

- MBA Block was constructed and the course was started in 2012.
- M.Phil in Computer Science, M.Phil in English were started in 2012 & 2017 respectively.
- Indoor sports stadium was constructed in 2014.
- Research Cabin was established inside Library for arts research scholars to do theoretical work.
- Folklore museum was strengthened.
- Out of 128 endowments, 32 were created during 2013-14 to 2017-18.
- Alumni association & well wishers contributed Rs. 17 lakh for the infrastructure development of the college.
- 124 extra credit / add-on courses were conducted from 2013-14 to 2017-18.
- 36 Research projects were carried out with financial assistance to the tune of 6 crore and 47 lakh.
- 995 research papers were published in peer reviewed journals.

- 241 papers were published in conference proceedings.
- 62 books were published.
- 99 research supervisors offer guidance for research scholars.
- 187 Research Scholars were awarded Ph.D.
- Through 532 linkages students carry out internship, on the job training and field visit.
- The staff of SXC undertook consultancy.
- One of the significant quality measures introduced by the college for promotion of research is publishing six international journals: *Journal of Biopesticides, Sciencia Acta Xaveriana, Inter-Disciplinary Research Journal for Humanities, XIBA Business Review, Xaverian Journal of Marketing, Folklorists. Journal of Biopesticides* has received UGC recognition and scopus indexing.
- 2 patents were awarded and 3 patents were applied.
- Training programme for non-teaching staff was conducted to enhance communication and computer handling skills.
- All Grant-in-Aid posts were filled.
- In 2012, NAAC Peer Team visited the college for the third cycle of Assessment and Accreditation. The college was reaccredited. MBA Block was constructed and the course was started. Flood Lighting of Basket Ball and Volley Ball Courts was done. M.Phil in Computer Science and B.Sc. Mathematics (Additional section, SF) were started.
- In 2013, Autonomy review was conducted by the UGC and extension was granted. Crop Protection Research Centre (CPRC) was recognized by the M.S. University.
- In 2014, Construction of Indoor Stadium was completed. UGC approved the third phase of CPE.
- In 2014, DBT selected our college under Star College Scheme.
- In 2015, Centre for Women's Studies was established.
- In 2016, a new academic matrix with Schools and Centres of excellence was introduced.
- In 2017, M.Phil. English, M.Sc. Maths (S.F) and B.Com. (Addiional Section, SF) were started. Department of Economics was recognized as research department.

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: 69

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
20	13	11	13	12

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

SAFETY AND SECURITY

HOSTEL FOR MEN

There is a hostel for men in the campus - XAVIER HOSTEL. It can accommodate around 600 students. The hostel has its own rules and regulations and is supervised by a director. The hostel is meant to help the students study well in a peaceful atmosphere and to build healthy relationship among students to stand them in good stead in the future.

HOSTEL FOR WOMEN

Women students of UG Courses are given hostel accommodation in Mother Teresa Women's Hostel in Lalitha Nagar which can accommodate 250 students. Britto Hostel for women within the College campus caters to the needs of the Post-graduate women students of our College. The hostel has an intake capacity of around 120 students. Separate college bus is arranged for girls of the Mother Teresa hostel to commute to the college as the hostel is located outside the campus. There is a separate parking space for girls and boys.

HIGH WALLS AROUND HOSTEL

High walls are raised around Mother Teresa Women's Hostel which has glasses embedded considering safety and security. Britto hostel is also surrounded by high walls.

SECURITY GUARDS

There are a total of five security guards two at the front and back gates, one at entrance of XIBA and Britto hostel, one guard for men's hostel and one for Mother Teresa Hostel.

CCTV

For safety and security CCTV are fixed throughout the campus. A total of 32 cameras of 1 MP each are fixed.

ANTI SEXUAL HARASSMENT CELL

The vision of the cell is to lead the college free from sexual violation, discrimination, exploitation and violence against women. Its mission is to empower women to take steps to improve safety and well-being, equality, and respect for themselves, raising awareness about sexual violence and advocating everyone affected by sexual violence.

VISHAKA GUIDELINES

We give awareness to students about VISHAKA guidelines against sexual harassment at the work place. We have displayed the guidelines of VISHAKA in the college Calender.

ANTI-RAGGING COMMITTEE

The Anti-ragging committee has been formed in the college to prevent Ragging. The First year students have been made aware of the ills of ragging and sensitized towards the same in the orientation Course

COMMON ROOM

There is a common room for girls where they can interact with their peers and the faculty members. Women Vice-Principals and Dean of Women students are appointed to deal with problems of women students.

COUNSELLING

There is a women counselor along with a Priest-counselor. They make themselves available in college and hostel premises during working days as well as holidays.

TUTOR-WARD SYSTEM

Faculty members are involved in guiding the students in their academic and personal life. The students are divided into small groups (8 - 10 students) and each group is entrusted to a member of the faculty who will be its Tutor/Guardian. These faculty members meet the students at regular intervals and guide them.

Students facing any emotional or personal problem can approach the guardian and seek his help.

File Description	Document
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 2.71

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

Response: 24300

7.1.3.2 Total annual power requirement (in KWH)

Response: 895167

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 33.48

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

Response: 20824

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 62191

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:

Solid waste management

Solid waste from the campus is collected in dust bins placed in all the classrooms, staff rooms, rest rooms, canteen and around the campus (Dustbins in the College premises: 53;   Dust bins in Class rooms and Staff room: 80) and finally degradable and non degradable waste is separated and processed. Non Degradable wastes are sold to vendors. The housekeeping staff clean the class rooms and campus premises daily. The waste from Judge Joseph Clinic is collected in four bins of four different colors. Broken glass pieces, Test tubes, Glass slides are collected in blue color bin. Injections, surgical knives, drilling instruments, nails are collected in white color bins. IV sets, Gloves, Syringes, Oxygen masks, Empty glucose bottles, drain tubes, Urobags, Uro catheters are disposed in red color bins. Cotton, Human tissue, Cloth used for wrapping wound, bed sheets, Cloths used after surgery are disposed in White color bins. The organic wastes like leaves, branches of trees, seeds, flower, etc are collected and dumped in 5 pits. Water is sprinkled over this which in turn gets decomposed and it is used as manure for the plants in the campus. Usage of plastic is prohibited in the College campus. The organic waste collected from the hostel is collected in the Bio Gas Plant from which bio gas is generated and used in the hostel kitchen. Paper wastes, metal wastes and card boards are sold to the authorized vendors for recycling. Usage of paper is minimized by promoting paperless office. Conventional macro scale experiments are replaced by micro scale experiments in the Chemistry laboratories to minimize the usage of chemicals. The animal waste and plant waste from the botany and zoology labs are used as bio waste which acts as good nutrients to the plants. Day-to-day printouts are recycled by using the other un-utilized side of paper popularly called one side papers.

The examination section has adopted the duplex printers, which enables the complete usage of the paper areas. The internal correspondences and communication to parents are taken care by the electronic means like SMS, Whatsapp, e-mails promoting paperless office. Party is appointed to handle the canteen waste and dump it into the designated location allocated by Tirunelveli Municipal Corporation.

Liquid waste management

Waste water from the toilets is collected through drainage pipelines and drained out to the municipal drainage system thereby avoiding stagnation of water inside the campus. The waste water from hostel is used in the garden to water the plants. This liquid waste is handled in the soak pits of the college and the hostel. The waste water from RO is recycled for garden use.

E-waste management

The E-waste like tube lights, CFL, LED, computer parts are stored in the scrap yard of college. The audit team noted that the technical lifetime / service life of most of the electronic equipment is yet to be over, thus the presently there is limited generation of waste. It is planned to hand over to Tirunelveli Municipal Corporation.

File Description	Document
Any additional information	**View Document**

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

St. Xavier's College is located in Tirunelveli district in Tamilnadu . Tirunelveli district is bordered by Western Ghats in the West. The district is a rain shadow region. The period from May to June is generally hot and dry. Rain water harvesting is very essential. Water conservation has become the need of the day. Several efforts have been taken by the management to save rain water. Rainwater from run-off areas such as roofs and other surfaces are collected and saved. The saved water is used for domestic purpose thereby reducing power consumption (power required to run motor for bore well). At SXC, there are totally 104 rain water chambers in the college premises. 31 in S.M. Antonysamy Block, 13 in Susai Block , 11 in Jubilee Block , 7 in Bank Building, 13 in Auditorium,13 in Library, 12 in Centre for Biodiversity and Biotechnology (CBB) Block, 4 in Centre for Aquaculture Research and Extension (CARE) Block. These rain water harvesting structures avoids flooding of water and soil erosion. Every building in the Xavier's Hostel campus has rain water harvesting structure. The hostel garden has streams which direct the rain water to all the plants and trees. Rain water saved is used for gardening and other domestic purpose .Rain water harvesting reduces the power consumption. There is a well in CBB block which is about 75 feet depth and the roof water is allowed to percolate into the well storing rain water. Rain water is collected in contour trenches set up in the open area and the water collected is used for the purpose of gardening. The rain water harvesting structures save good quantity of water that meets the water requirements in the campus during summer. The water harvested is free from pollutants and contaminants.

File Description	Document
Link for 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:

BICYCLES, PUBLIC TRANSPORT, PEDESTRIAN FRIENDLY ROADS:

Students and staff are encouraged to use bicycles. Movement of vehicles is strictly prohibited beyond the

parking area.

Taking into consideration that the College is located very close by Palayamkottai Bus Stand with the frequent availability of adequate public transport system, the College Management has instructed the students to use the public transport system to reduce carbon emissions. They take share autos, buses and trains to reach home.

The way from college to the nearby bus stand and town has a pedestrian friendly road so that the students could safely reach the destination. The college premises also have pedestrian friendly roads.

PLASTIC-FREE CAMPUS:

Ozone day is celebrated giving awareness on Ozone depletion and avoiding burning of plastics and avoid use of plastics. NSS, Enviro club volunteers, MSW students, STAND volunteers create awareness on eradication of plastics. "Ban Plastic" boards are placed in the college premises. Dust bins are placed around the campus to dispose litter. As per the direction of Director of Collegiate Education steps are taken to ban plastic. Plastic banners, water bottles are prohibited in the campus. The institution creates awareness against the usage of plastic bags, containers and bottles in the canteen, hostel and college premises.

PAPERLESS OFFICE:

SXC encourages paperless office. Our staff members follow paperless assignments via Google class. Online mark entry of Internal Assessment, Online voting, Digital display Choosing SBE courses online by students, Online SBE Exams are followed supporting paperless office.

GREEN LANDSCAPING

In SXC campus, during the audit 1331 fully-grown trees and 665 semi-grown trees were found planted. The Enviro club counted the number of plants: full-grown trees (above 10 years), semi-grown trees (below 10years), shrubs and lawn (sq.ft.area). Our campus has a wide diversity of flora and fauna. In the academic year 2014-2015, thousand trees were planted in the hostel campus.

Green Campus Initiatives

 A committee was constituted by the management that takes up

- Green Audit through enumeration, numbering and naming of trees.
- The NSS and Enviro club of the college has been initiating new plantation work as done in the previous years.
- Eco-friendly campus activities are accelerated through Utilization of solar power, Water usage, recycling of waste, avoiding usage of plastics and Pollution monitoring.
- A beautiful lawn measuring 5,400 Sq. ft. in front of the library that has created a face lift and green ambience on campus. A lawn around the statue of St. Ignatius of Loyola is also another beautification made on campus by the management. The gardeners regularly prune the ornamental plants and maintain the lawn. Rain water harvesting is implemented the water saved is used to water the plants. Energy generated by the Solar Power Plants is used to meet the power requirements.

Green House and Herbal Garden

- The botanical garden has a collection of rare herbs, shrubs, and trees.
- The Botany department has a collection of indigenous and rare herbs and medicinal plants used for pharmaceutical purposes.

File Description	Document
Link for 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: 0.33

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
0	0	7.92295	0	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	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: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	
link to photos and videos of facilities for Divyangjan	

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

Response: 90

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
18	18	18	18	18

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

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

Response: 210

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
26	44	49	43	48

File Description	Document
Report of the event	View Document
Any additional information	View Document

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
Any additional information	View 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
Any additional information	View 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

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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: 131

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
18	28	24	31	30

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:

The birth and death anniversaries of great Indian personalities are remembered every year. Independence Day and Republic Day are celebrated. During India's 70th Independence Special Competitions like Essay

Writing, Solo Singing and Quiz Competitions were held. Independence Day is celebrated by hoisting flag in the college campus. Trees were planted by NCC volunteers on Independence Day. Our students were selected for Republic Day parade held in New Delhi. Our students participated in Republic Day parade held at Chennai. Teachers Day is celebrated remembering Dr.Radhakrishnan, a great teacher . Memorial day of Dr. Ambedkar is celebrated. Floral tributes was paid to Dr. Ambedkar on that day. The pledge taking ceremony of 75th Anniversary of "Quit India Movement" was held on 9th August. National Voter's Day is celebrated together with oath taking and an Oratorical Contest was conducted on the topic "Voting Rights empowering the Nation and the People". Constitution Day is celebrated in remembrance of the Contributions of Dr. Ambedkar. Regional festivals like Pongal, Onam and Ayutha Pooja are celebrated. National Integration Day is celebrated in remembrance of the birth anniversary of former Prime Minister Indira Gandhi. National consumer is celebrated in the month of December, remembering the day when Consumer Protection Act, 1986 received the assent of the president. NCC Day is celebrated in our college by NCC. A Blood Donation Camp was conducted in our college on NCC Day. January 30th is observed as Martyr's Day by taking oath, paying tribute to Mahatma Gandhiji .Tamil poet Bharathiyar's birthday is celebrated on 11th of December by the Department of Tamil. Two minute silence was observed on the death anniversary of our former president Dr. A. P. J. Abdul Kalam.

International Mother Language Day is celebrated in the month of February. Poetry and essay writing competitions were conducted for the students in order to glorify their mother tongue. Human rights day is celebrated on 10th December by the department of MSW. Hiroshima day was celebrated by the Department of MSW on 6th august. Anti-Poverty Day is celebrated by XIBA on 15th October. A seminar on 'Rights and Duties of Consumer' was conducted in lieu of International Consumer Day by Consumer forum . In lieu of Human Rights Day the AICUF students conducted a Street play on Human rights violations .Human Rights Day was observed actively through various programme namely Posture display on Human violations and seminar on Human Rights was conducted. To promulgate the significance of Human Rights Day, XIBITES took a pledge to promote human dignity, equality and rights on this special day. World Diabetics day was observed by Alumni Association on the college campus, providing free medical check-up in the month of November.

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

Response:

The institution is known for its credibility and integrity in its functioning since its inception. It maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Financial Transparency

- Account is maintained properly.
- Coordinators of various committees maintain systematic account of expenditure incurred during the event and submit the same to the Principal.
- Departmental expenses are met by faculty and maintained by staff-in-charge and accounted in the department meetings.
- Student representatives present their accounts to staff advisors.
- Autonomous grant and accounts for College with Potential for Excellence, and all research grants

are maintained in the Dean's office.
* Administrative accounts are maintained by the Bursar.
* Budget and audit are presented in the Board of Management, Finance Committee and Governing Body.
* The institution conducts audit every year.
* Auditing is done by the authorized auditor and the UC sent to UGC every year.

Academic Transparency

* Transparency is evident starting with admission till the enrolment of students. After certificate verification the selected admission list is displayed on the college website and on the notice board. SMS is sent to sent to students.
* Students are aware of all academic programmes through notifications.
* Academic ventures are discussed in department meetings.
* Regular notification and intimations are placed for faculty.
* The Principal discusses matters with the heads of the departments, officials periodically.
* The teaching plan is also prepared and given to the students. The academic audit is done in the department.
* Non-academic programmes are properly scheduled, and completed in the college magazine.
* List of scholarships available in the college are printed in the college handbook.
* The Library usage is monitored by a biometric system. The students are given an opportunity to evaluate the teaching process of the faculty members.
* The question paper setting is done both internally and externally.
* Students Disciplinary Committee deals with malpractice cases with appropriate rules in place.
* The semester results are published within a span of 10 to 15 days after the semester examinations.

Administrative and Auxiliary function

* All functioning of the college is done in an integrated network of human resources
* Secretary discusses execution of administrative affairs with the administrative staff
* Principal discusses academic matters and places it in General Staff Meeting
* Deputy Principal and Vice-Principals discuss matters related to students with the representatives of students
* Hostel Directors ensure accountability of hostel students
* All events are brought to the notification of authorities.

7.2 Best Practices

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

Response:

Best Practice 1 :

**Title of the Practice : Streaming System in General English Teaching**

Objectives :

- To provide encouraging learning environment for slow learners with appropriate curriculum and evaluation
- To practice methods simultaneously addressing the needs of advanced learners by giving them a competent learning environment with a suitable curriculum
- To enhance the communication skills of students of different social groups

The Context

St. Xavier's College has a good number of first generation learners from Tamil medium schooling background. Streaming system caters to their needs. Streaming is grouping the students according to their capabilities and training them according to their strength and weakness so that they may acquire language skills effectively. This method gains importance in the context of the college policy which encourages admission of socially and economically disadvantaged students.

The Practice

The Streaming System is considered one of the Best Practices by NAAC (*Best Practices in Higher Education*. Ed. Antony Stella. Bangalore: NAAC, 2004. pp. 55-56). The UGC Curriculum Development Centre (1989 & 2004) also recommends a Seven-Tier Structure for teaching of General English. Based on the UGC recommendations, the Dept. of English has implemented the Seven-Tier Structure given below:
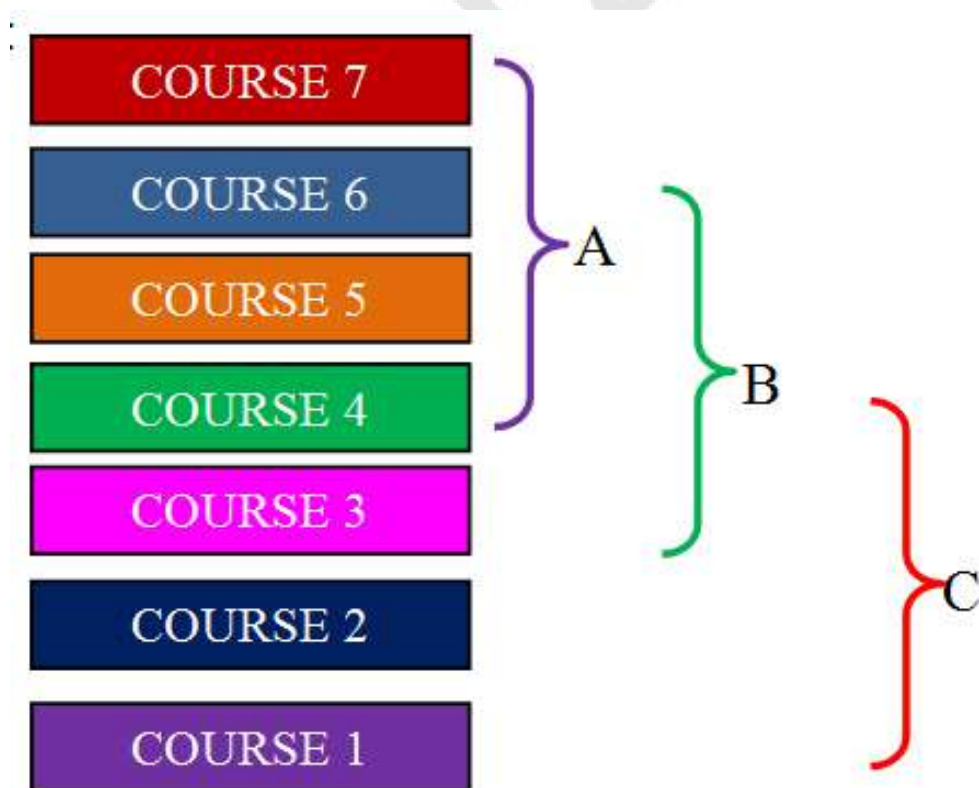
Students are catergorised as stream 'A', 'B', and 'C' through a diagnostic test. Since a large majority of the students hail from disadvantaged communities, the "C" stream syllabus for General English meant for slow learners, has been designed to be remedial in nature. The slow learners are given special training

through teaching strategies and remedial classes so as to compete with other students. Stream 'A' and 'B' cater to the needs of the advanced learners and average performers respectively. Gradation of syllabus from easy to difficult level is followed in this streaming system.

Evidence of Success

Students coming from various educational backgrounds do not get panic with the General English paper. At the end of the course, the students qualify with necessary standard in English. Pass percentage has increased. Students motivate one another because they possess similar abilities and move ahead at the same pace because there are no major disparities in ability within the stream. The entire class is challenged at a level gauged to be appropriate for the whole group. The student feedback received in 2019 shows that 89% of students are in favour the Streaming System.

Problems Encountered and Resources Required

Conduct of Internal Assessment and External Examination was more difficult because more question papers had to be set. The work of the teachers increased. Selection of text materials for each group was difficult. Financial assistance was necessary to conduct remedial classes.

Best Practice 2 :

Title of the Practice: Foundation Courses for Human Excellence

Objectives:

- To sensitize the students towards gender equality, environmental sustainability, religious, lingual, communal and social harmony.
- To provide broad and rich curriculum to Value Education.
- To build positive personal attributes such as self-respect and self-worth, courage, kindness, generosity, trustworthiness and a sense of justice.
- To instill the character and resilience needed to deal with life's inevitable challenges.
- To facilitate the students to deal with relationships optimistically.
- To signpost the young people to wide opportunities of social action.

The Context

St. Xavier's College as any other institution founded by Christian missionaries reinforced 'moral education' which focused on developing virtues as stable qualities of character. It has a proud tradition of offering moral education to all students since its inception.

SXC considers that character and resilience are as crucial as academic performance for young people's in their future endeavour. The students entering into the College are mostly first generation graduates (60 - 70%) from villages with very low literacy rate and, socially and economically backward society. As a step to actualize the vision of the College-'to serve the poor and oppressed of our nation in truth, justice and love', and to fine-tune the students' personality traits and social dimensions, the moral education course has been stretched out to Foundation Courses which forms the basis for the success of SXC's curriculum

based outreach program-STAND (Student Training and Action for Neighborhood Development) .

This led to the inclusion of foundation courses in the curriculum which serves as "a curriculum of life and experience". The courses initially offered are ethics, personality development and social analysis, along with religion. These courses have been taught right from 1992. As SXC realized that foundation course has huge impact on students' life by which it can attain mass movements towards total liberation of oneself and the society, a separate department to coordinate foundation course has been established. The department of foundation courses constantly restructures the curriculum and implements relevant pedagogy for each course. This department's prime objective is to mould and shape the youngest population of the College (I and II UG students) as soon as they leave the School education and enter into graduate studies.

By undergoing foundation course for first four semesters, along with the services rendered through STAND - outreach program and service oriented activities by other service organizations, the students not only develop their own character and resilience but also make a positive difference to others, and the communities around them.

The Practice

As a boon of CBCS and as per the direction given by University Grants Commission, SXC perfectly fitted the foundation courses in its cafeteria model curriculum structure. The Department of foundation courses was recently renamed as 'Department of Human Excellence' and initially introduced courses namely ethics, social analysis and personality development. Due to periodical revisions and discussions in Board of studies, the department has reached a new horizon with new courses, ICT resources and assessment tools. Courses dealt during the last five years are ethics, integrated personality development, life skills, human rights and social analysis, environmental studies and skills for employability. The text books are written by the experienced faculty members of the College. The course content and pedagogy is discussed and amended for current trends. Video lessons and worksheet model questions for examination, ethics diary for personal assessment, viva voce examinations are the innovative practices carried out during the last five years. Each course is complimented by the community development activities carried out by the students through STAND and other service organizations as a result of three dimensional frameworks established by the department. This department has framework structure which interconnects itself with all the service organizations of the College. The units interlinked and collaboratively working with Department of Human Excellence are STAND, NSS, NCC, All India Catholic University Federation, Women's Forum, Centre for Women's Studies, Consumer Forum, Democracy Forum, Student's Council, Centre for Ambedkar Studies, Red Ribbon Club, Youth Red Cross, Enviro Club and Campus Ministry. The activities and the events conducted constitute the practical aspects of the theory that the students learnt from Foundation Course for Human Excellence.

As a highlight of the pedagogy, speech, motivational talks on first Friday of every month, screening of movies, street play and etc., are organized by Campus Ministry which covers various topics discussed in foundation courses.

Evidence of success

The success of SXC's foundation courses is evident from the national level recognition received from Ford Foundation to include St. Xavier's College as one of the twelve colleges for the project 'Campus Diversity Initiatives'. The faculty members dealing with foundation courses were selected for training for counseling and resolving conflicts and working for reconciliation. These faculty members carried out a case study on

communal disharmony and religious clash in the villages Mandikadu of Kanyaumari district and Kodiyankulum of Thoothukudi district.

The impact of undergoing foundation courses is evident by the following facts

- Students' perspective about the society is changed.
- Students learnt to voice their concern on social and personal issues.
- Students internalize human values and professional ethics that pave the way for social and personal development.

Problems encountered and resources required

The intrinsic feature for the foundation courses leads to the difficulty of having examination based assessment as these courses deal with more of life issues.

The department of human excellence needs some key elements like multimedia facilities to incorporate innovative pedagogy and more reference materials. The courses are taught by the faculty members of various departments who are part of department of human excellence. Foundation courses for human excellence would reach greater heights and new dimensions if the department has faculty members exclusively recruited for the department.

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

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:

Men and women for others: Leadership through serving

STAND (**S**tudent **T**raining and **A**ction for **N**eighbourhood **D**evelopment) the brain child of Jesuits of SXC, Palayamkottai in 1993 marks the real dawn of Jesuit educational mission which states **'towards integral liberation together with the poor'**. The preferential option for the poor has been materialized through STAND, being mandatory and important component of the curriculum. One of the Excerpts from the preamble to Jesuit Higher Education is to shape our students into agents of social change, preparing them for concerted social action and thus paving the way to mass movements which will bring about the desired liberation.

STAND turning 25 years now, is a unique village adoption programme where every department adopts one village and the involvement of students in social development activities becomes part of their curriculum.

Objectives of STAND Programme:

1. To sensitize the students to social issues which helps them move towards holistic development
2. To mould them as leaders by loving and serving others.
3. To inculcate the habits of dependency, independency and inter-dependency, among students.
4. To create the 'Togetherness with Xaverian values', among students.

Tirunelveli district is surrounded by many villages with scarce industries and its economy mainly depends on agriculture. Though this district enjoys rich culture and tradition, the people are facing several socio-economic and environmental issues such as unemployment, poverty, underdeveloped rural setups, division based on caste and religion, high rate of crimes mainly caste driven, drought, scarcity of rain water and ground water, and closed communities.

In order to sensitize the students for the above issues and help them make positive impact on society, they are nurtured through the concept of **MAGIS** (It refers to the philosophy of doing more for Christ; therefore doing more for others) blended with **IGNATIAN PEDAGOGY** (Experience, Reflection, Action), by the Jesuit management and the academic community of SXC. STAND provides a concrete platform to exercise the sensitization process towards social issues, through orientation and training for students and faculty members on/off campus and to execute the development projects in collaboration with several government and non-government organizations.

This outreach program carries one credit for all the second year undergraduate students and first year postgraduate students. It is comprised of seven visits to the village and one two-day village camp. Every department adopts one village around Tirunelveli situated within the radius of 35 km. The performance of the students is evaluated not through examinations, but by their interest and innovative ideas, their ability to conceive new ideas and integrate with others and to carry out development projects through team work. It is jointly assessed by the faculty coordinator in the respective department and staff coordinator of STAND department. This is carried out in several stages *viz.*(i) Orientation for students and faculty members on campus (ii) Village survey and social analysis through data collection (iii) The students are grouped into teams as per their interest. The teams are as follows: social awareness team, educational awareness team, environmental awareness team, medical awareness team and documentation team (iv) Monitored group discussion on issues and needs of the adopted village (v) Execution of projects by individual teams in frequent collaboration with local government and non-government organizations such as hospitals (private and government), district forest office, Tirunelveli collectorate, NGOs in Tirunelveli and service minded individuals.

STAND programme generally focuses on poverty alleviation schemes, self-employment schemes, environmental protection schemes, women welfare schemes and educational and medical awareness schemes. The activities include awareness camps and rallies, promotion of government schemes like clean India, green India, swachh bharath, creating awareness on fundamental rights and government schemes, helping the village people to avail basic amenities by sending petitions to government offices, conducting workshops, debates and cultural events, screening documentary film on various social evils.

STAND received a grant of Rs. 34,70,000/- from Department of Science and Technology, Government of India, New Delhi, for the project entitled 'Socio-economic empowerment of self-help group women in STAND adopted villages through Compost, bio-fertilizer and Biogas production in Tirunelveli District, Tamil Nadu' during 2013-2016. Through this project STAND successfully fulfilled one of the missions of SXC, "To promote LAB TO LAND through outreach programmes". This LAB to LAND programme is part of STAND activities where students and faculty members are involved in taking the fruits of education to the villages.

The following activities are accomplished through DST-STAND project since 2013.

1. Uniting and forming women clusters-Union of SC/ST women and Self-help groups, formation of women federation
2. Educating and developing entrepreneurship and leadership skills among village women.
3. Creating and transferring knowledge on conserving biological resources, and sustainable and healthy environment.
4. Socio-economic development or empowerment of disadvantaged sections of the society.
5. Incubating and monitoring the growth of STAND adopted villages.

During the last five years, STAND has worked in 45 villages of which about 60% of the people are marginalized and downtrodden. Around 9,880 village people are benefitted by the extension activities carried out by 151 faculty members and 5,662 students. As a highlight of Silver Jubilee celebrations, welfare schemes such as donating stitching machines, female goats and hens were implemented under 'WOMEN ENTREPRENEURS NETWORK' initiatives. In these schemes 25 women in 15 villages got benefitted and the Department of STAND aims to facilitate these beneficiaries to expand these schemes by themselves and benefit other women in their own as well as neighbour village. It is targeted to expand to 25 villages by 2022.

On the whole STAND-outreach programme elevates the students towards academic excellence with relevance, inclusion of the excluded for empowerment and engaging the students in relevant research activities under the umbrella of its incubation centre and ensuring social justice through equity and access and thus works in line with the vision, mission, priority and thrust of SXC.

Keeping the views of Mahathma Gandhi, "The best way to find yourself is to lose yourself in the service of others", STAND plays a key role in creating men and women for others and making future leaders through love, care and service.

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

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5. CONCLUSION

Additional Information :

Curriculum with research focus adopted by the college is a sign of openness to the ever changing challenges of the world at large. One of the Best Practices of St. Xavier's College is the inclusion of one UG student, one PG student, and an alumnus as members of the Board of Studies so as to get student feedback on curriculum. The college is fully committed to Nation-building through its constant effort to prepare young men and women into agents of social transformation. Thus, St. Xavier's College serves as a platform of transformation while providing state-of-the-art services towards the upliftment of the poor, marginalized and the downtrodden to achieve their aspirations towards a transformed society in India.

Milestones after NAAC 3rd cycle

The institution's commitment towards excellence is evident from the innovations implemented after the last reaccreditation. In 2012, NAAC Peer Team visited the college for the third cycle of Assessment and Accreditation; the college was reaccredited; MBA Block was constructed and the course was started; Flood Lighting of Basket Ball and Volley Ball Courts was done; M. Phil. Computer Science and B.Sc. Mathematics (Additional section, SF) were started.

In 2013, Autonomy review was conducted by the UGC and extension was granted; Crop Protection Research Centre (CPRC) was recognized by the M.S. University.

In 2014, construction of Indoor Stadium was completed; UGC approved the third phase of CPE.

In 2014, the Department of Biotechnology, Ministry of Science and Technology, Govt. of India, awarded our college with STAR COLLEGE PROGRAMME.

In 2015, Centre for Women's Studies was established.

In 2016, a new academic matrix with Schools and Centres of excellence was introduced.

In 2017, M.Phil. English, M.Sc. Maths (S.F) and B.Com. (Addiional Section, SF) were started; Department of Economics was recognized as research department.

DBT-STAND project was carried out from 2013 to 2016 in order to promote Lab to Land Progtamme through socio-economic development project-production of vermi compost, azolla, spirulina, bio-gas and ornamental fish culture.

Concluding Remarks :

Ninety decades of committed hard work among the rural population of India, performed with dedication by St. Xavier's College for uplifting the lives of the poor and downtrodden people through higher education, has become a reality due to the blessings of God. Providing a sustained quality education all through the years has been well recognized by the government in its NIRF ranking with 54th place in India in 2018. The fact that thousands of our alumni having got respectful places in the society and several others having been recruited to

good positions has vindicated the success of the mission of the college.

The ultimate aim of St. Xavier's College is to achieve a synthesis of intellectual, moral and spiritual development of students. The college ensures the total formation of students through curricular and co-curricular activities, research and extension, community orientation and neighbourhood service, and personal guidance and counselling. Students are the *summum bonum.*

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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: table1 Answer After DVV Verification : table2
3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last five years 3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years Answer before DVV Verification: table3 Answer After DVV Verification : table4 Remark : Only awards considered
3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years 3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification: table5

table1:

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	1	3	6

table2:

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	1	3	4

table3:

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

table4:

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

table5:

2017-18	2016-17	2015-16	2014-15	2013-14
13	12	8	5	9

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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	8	4	7

Remark : Corrected as per HEI's revised excel data and awards

3.5.2	Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.02541	0.07547	0.02509	0.03918	0.03918

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.02	0.07	0.02	0.03	0.03

Remark : Converted to lakh

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	0	0	1

Remark : NSS, NCC programs, Letter of application awards, awards to individuals are not considered

3.7.3	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)

3.7.3.1. 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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	28	32	20	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	4	14	8	5

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20.97506	48.84916	10.61132	76.93429	37.74523

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20.97	48.84	10.61	76.93	37.74

Remark : Converted to lakh.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16.26428	14.51315	17.82251	13.08637	13.04928

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16.75	15.52	19.62	14.72	14.49

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

	5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 341 Answer after DVV Verification: 339
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 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 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>4</td><td>7</td><td>2</td><td>3</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>10</td><td>4</td><td>7</td><td>1</td><td>4</td></tr></table>
5.4.3	Number of Alumni Association / Chapters meetings held during the last five years 5.4.3.1. Number of Alumni Association /Chapters meetings held 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>13</td><td>10</td><td>9</td><td>7</td><td>8</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>12</td><td>7</td><td>7</td><td>5</td><td>6</td></tr></table>
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) 6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs) 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>13</td><td>2.5</td><td>5.05</td><td>2.4</td><td>0.3</td></tr></table> Answer After DVV Verification :

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2017-18	2016-17	2015-16	2014-15	2013-14
11.90	2.50	5.05	2.4	0.30

Remark : Revised as per supporting 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) Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: A. 7 and more of the above

2.Extended Profile Deviations

ID	Extended Questions
1.5	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: **TABLE1** Answer After DVV Verification: **TABLE2**

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
450.19219	448.01346	473.93152	448.74942	453.96351

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
450.19	448.01	473.93	448.74	453.96