SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE JAIPUR

ST. XAVIERS COLLEGE JAIPUR NEVTA-MAHAPURA ROAD, NEAR NEVTA DAM TEHSIL SANGANER, JAIPUR, RAJASTHAN
302029
https://sxcjpr.edu.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Jaipur Xavier Educational Association (JXEA), established in 1950 as a registered charitable society managed by Jesuit priests, has been pursuing the legacy of its founder and well-known reformer, St. Ignatius of Loyola. In 2010, JXEA, in collaboration with the Xavier Alumni/ae and the well-wishers of Jaipur, established St. Xavier's College Jaipur (SXC-JPR), and it was affiliated to the University of Rajasthan. In 2021, the college was shifted from Jaipur city to Nevta village.

Along with the other illustrious Jesuit Colleges like Loyola College, Chennai, St. Xavier's College, Mumbai and Kolkata, and XLRI, Jamshedpur, it aims to train young men and women who would contribute to nation-building as creative leaders and responsible citizens, committed to the service of the people. Every effort is made to ensure that the students are intellectually equipped, morally upright, socially committed, and spiritually awakened to perceive God's uniting presence in the whole world. SXC-JPR offers education with its **core values** of **Competence, Character and Compassion.** It imparts education with its founder's ideals for the "Greater Glory of God" to do MORE (*Magis*) for the society.

SXC-JPR is a Catholic minority co-educational institution offering **9 UG, 3 PG, and 2 Ph.D. programmes**. Currently, 55 teaching staff empower 2237 students enrolled in the college. It reaches out to all sections of society with inclusivity, namely, first-generation learners, the transgenders, *Divyangjans*, the marginalised, and the economically disadvantaged. The wide variety of outreach programmes and extension services in 5 villages adopted by the college through ***Unnat Bharat Abhiyan*** **(UBA)** bear witness to this transformative education.

The college is enlisted in section **2(f) & 12(B) of the UGC Act 1956 in 2019**. It was upgraded to a post-graduate institution in 2023 and became an **ISO 14001:2015** (UQSR-3513-SZCJ) certified institution in 2024 and has been an **NIRF** applicant since 2020. Memorandum of Understandings (MoUs) with other quality educational institutions, Governmental and Non-governmental organisations, industrial and corporate sectors have strengthened the academia at SXC-JPR. The college has signed **2 international and 31 national MoUs** for academics and research enhancement, consultancy and placement.

Vision

To ignite young minds with transformative education to become global citizens with the motto **Competence, Character** and **Compassion.**

Mission

- To awaken and lead the youth towards **self-actualisation**.
- To strive towards excellence by creating individuals with **humane values**.
- To reach out to all the sections of society without any discrimination by **ushering in inclusivity** through **holistic and quality education** to build a just society.
- To foster a culture of tolerance where students are sensitised towards **gender, the marginalised, the excluded and the differently-abled *(Divyangjan).***

- To work towards the **conservation and protection of the environment** for achieving Sustainable Development Goals (SDGs).

Core Values

- To **embody the essence of Competence, Character and Compassion** by seamlessly integrating the vision, mission, and core values of the College.
- To instil a **sense of integrity, uphold ethical conduct, and reinforce accountability** within the student body.
- To **elevate pedagogical standards** through the balanced use of advanced technology, enhancing teaching-learning experience.
- To create an **innovative ecosystem to foster critical thinking**, **decision making and problem-solving skills** among the students.
- To **bridge the gap between theory and practice** by promoting industrial exposure and collaboration to hone **students'** professional skills.
- To **cultivate robust research-oriented and innovation-based learning** practices.
- To **nurture a profound appreciation for art and culture** through a plethora of opportunities to **foster students'** creativity and talent.
- To create **awareness** among the students about the **environmental concerns** and promote mutual coexistence with nature.
- To maintain a harmonious and amicable bond between the alumni and their *alma mater*.
- To empower students to become men and women for and with others by upholding the idea of *Magis* (Greater or More) and *Cura Personalis* (Care of the Whole Person).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Jesuit Legacy:** The education system, values, and pedagogies adopted are strengthened by the rich Jesuit educational legacy of 450 years that focus on emotional, physical, mental, and social aspects for a person's holistic development.
- **Visionary Leadership, Participative Governance, and Policy-driven Management:** Leadership and governance are democratic, participatory, growth-oriented, and value-driven with decentralisation and bottom-up approach, ensuring smooth execution.
- **ISO Certification:** An ISO 14001:2015 (UQSR-3513-SZCJ) certified institution **promoting quality higher education, research and consultancy in environmental sustainability practices.**
- **e-Governance**: Implemented in Administration, Admission, Examination, Finance & Accounts.
- **Resource-rich Learning:** Fully automated Arrupe Central Library serves as an excellent learning resource with 21,132 books, subscription to 33 journals and 20 magazines, e-resources such as e-books, NList, JSTOR, DELNET, NDLI, DSpace Institutional Repository.
- **Preparing Employable Youth:** Add-on/Certificate/MOOCs/SWAYAM/NPTEL courses offered are **skill-oriented and multidisciplinary**, helping students to **be industry ready**.
- **Holistic Development:** Ensured through cultural, sports and yoga, extension activities in adopted UBA villages, sensitisation towards SDGs, mentoring and counselling, and through units like **NCC, NSS, AICUF, Red Ribbon Club, Rovers and Rangers**. The **Centre for Employability (Xavier Vocational Institute)** empowers women for self-employment.
- **State-of-the-Art Infra-structure:** ICT-enabled **smart classrooms**, **science labs** with cutting-edge

technology, **computer labs** (332 PCs), **Wi-Fi** facility **(500 and 100 Mbps)** for students and faculty make teaching-learning efficient.

- **Inclusive and Environmental-Friendly Campus:** Campus is Green, clean, plastic-free, energy efficient, *Divyangjan* and transgender-friendly. Initiatives like organic farming, solar power and rainwater harvesting sensitise students towards preserving the environment. Financial and material assistance is extended to deserving students through institutional scholarships and freeships.
- **Alumni/ae Support:** A vibrant College Alumni Association supports the institution in its philanthropic, educational and research endeavours.
- **Innovation and Research:** Faculty have secured 15 patents. Financial support is extended to faculty and students to undertake research. The Institution's Innovation Council (ID-IC202216607) fosters innovation and entrepreneurship.
- **Qualified Educators:** Experienced and dedicated faculty, more than 85% with PhD/NET/SET/SLET.
- **High Rate of Job-Satisfaction:** Implemented **7th Central Pay Commission (CPC)** with employee-centred welfare schemes. SXC-JPR is the only private HEI in the whole of Rajasthan to offer 7th CPC.

Institutional Weakness

- The number of quality publications on a regular basis by the faculty is relatively less.
- Structured and research-based consultancy yet to generate substantial revenue.
- Less start-up initiatives by students.
- Not enough collaborations with the Corporate Sector to avail ourselves of CSR funds.
- Inadequate international Collaboration for research/academic engagement/ service-learning programmes.
- Being an affiliated college, there are limitations to offer industry/employment-oriented courses.
- Limited interest towards campus placement among students due to the pressure to pursue their parental business.

Institutional Opportunity

- By **becoming an autonomous institution**, the college has the potential to introduce new postgraduate programmes, offer industry-relevant, and innovative courses, and attract a wide range of students.
- **NEP can be better implemented after attaining autonomy.**
- Enhanced ICT enabled infrastructure will definitely help faculty to develop more e-content, enriching the learning experience for students.
- Faculty experience and expertise can be used to offer consultancy generating revenue for the institution.
- Faculty are motivated to go beyond the curriculum and prepare students through career-oriented programmes (COPs).
- Opportunities abound for students with an entrepreneurial mindset to establish start-ups, leveraging the supportive environment and resources provided by the institution.
- Better utilisation of existing research tools to foster people-oriented research and offer more Ph.D. programmes.
- The institution's locational advantage allows for greater outreach to rural communities for impactful social extension activities.
- The ample physical space on the college campus enables the provision for a variety of curricular, co-curricular and extra-curricular activities and learning opportunities, fostering students' holistic development.

- The vast campus gives an opportunity to develop various sports persons through **Xavier's Sports Academy**.
- **Xavier's Music Academy** will provide a platform for developing extra-curricular skills in the field of music, art, dance, and culture.
- Moving with the signs of the times, the institution has the opportunity to establish a course in **Fashion Designing**.

Institutional Challenge

- Addressing the limitations and complexities of being affiliated to a traditional university with an obsolete curriculum.
- Managing enrolment amidst the challenges of distance (25 kms from the city) and a rural location.
- Balancing green practices with the demands of urbanisation and industrialisation.
- Helping students balance between the demands of competitive exams and the completion of academic programmes.
- Overcoming traditional patriarchal mindsets concerning girl students' job placement.
- Strengthening the hostel facility on campus to accommodate more boys and girls.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SXC-JPR is **affiliated** to the **University of Rajasthan** and follows the prescribed syllabus. The college's vision is to "*ignite young minds with transformative education to become global citizens with Competence, Character and Compassion*". SXC-JPR does not limit itself to the prescribed curriculum of the parent university. The institution enhances its curriculum to equip students with practical and employability skills, and a strong sense of empowerment through **9 UG, 3 PG, and 2 Ph D programme**s. Seven faculty are involved in research as **PhD supervisors** and one faculty in curriculum development as the **BoS member** with the affiliating university.

The Academic Council and the **IQAC** collaborate to plan the **curriculum delivery**, create academic calendars, define programme outcomes, and develop teaching plans. These are **rigorously reviewed** and updated with **continuous feedback** to uphold the institution's high educational standards. This is accomplished through a unique blend of pedagogy within the departments, and a **plethora of Certificate/Add-on/MOOC/SWAYAM/NPTEL courses** that transcend domain knowledge and **address cross-cutting issues**. These courses foster critical thinking, innovation, and professional skills.

Blended teaching is done through the **Learning Management System (LMS).** Multi-disciplinary conferences, workshops, symposiums and fieldwork promote research and entrepreneurship. Internal Examinations organised by the college prepare students for university exams. The **advanced learners** are given more exposure through **expert lectures** and **slow learners** are assisted through **bridge courses and remedial classes**.

In addition to a range of courses, the institution has specialised units that address Professional Ethics, Gender, Human Values, Environmental Sustainability. These include the Institutions' Innovation and Incubation Council; Training, Internship, and Placement Cell; Gender Studies and Women Cell (GSWC); Anti-Sexual

Harassment Cell; as well as units such as the *Unnat Bharat Abhiyan* Cell, National Service Scheme, Red Ribbon Club, and Swacchta Action Plan Committee.

Students are offered the **opportunities** to engage with industry through internships/ industrial visits/ field projects, **bridging the gap between academia and industry.**

The college ensures accountability by gathering **feedback** from stakeholders like **students, teachers, parents, and alumni**. This feedback covers teaching quality, curriculum relevance, student attributes, and academic environment. Analysis of this feedback leads to **timely improvements** for the beneficiaries.

Teaching-learning and Evaluation

The admission process is online and transparent in accordance with the affiliating university. The **student enrolment percentage** over five years, from 2018-19 to 2022-23, has been **69.5%,** and the percentage of **seats filled against reserved categories was 51.2%**. The student-teacher ratio was 39:1.

The educational approach at our institution revolves around student-centric methods and strategies through experiential, participative, and problem-solving methodologies using ICT facilities to enrich our students' multifaceted learning experiences by combining conventional and innovative teaching methods. **The campus has Wi-Fi and an LMS/ERP System to access lecture materials and e-content**. The college has a mentoring system that guides the students personally. **There is a full-time counsellor as well.**

The average percentage of full-time teachers against sanctioned posts during the last five years is 99%. **The faculties are highly qualified, with more than 85%** of them holding **PhD/NET/SET/SLET.**

As an affiliated institution, the college adheres to the University of Rajasthan examination guidelines. However, the college introduced an internal assessment system to evaluate and improve students' performances and ensure their exam-preparedness. **The internal assessment process is transparent, time-bound, and efficient.**

The University of Rajasthan implemented the **New Education Policy 2020** from session 2023-24, following which the college implemented a new assessment mechanism.

The college is committed to addressing assessment issues, concerns, and grievances. Students submit their grievances to the **Grievance Redressal Committee** under the Examination Cell for Internal Examinations and the University Affairs Cell for External Examinations.

The University did not provide Programme Outcomes and Course Outcomes for annual scheme programmes. Yet, the college has taken the initiative to draft, develop, articulate, prominently display, and ensure effective communication with faculty and students regarding POs and COs.

The attainment of Programme and Course Outcomes is evaluated through different aspects of teaching, learning, evaluation, and feedback. This includes **mapping POs and COs in the syllabus, assessment through university result analysis, and the Graduate Attributes Feedback Survey.**

The pass percentage of students during the last five academic years is 94.3% along with **university gold medallists** and **merit holders** from various UG and PG programmes.

Research, Innovations and Extension

SXC-JPR promotes research culture through the **Research & Development Cell (RDC)** which organises all research-oriented activities. It promotes institutional **research projects** for faculty with **seed money** as well as **endowment funds** instituted by **philanthropists**. College received **grants** worth Rs. **10,28,000** from Government/Non-government organisations. The college also has **two Research Centres** in the departments of English and Business Administration.

The Innovation and Incubation Cell (IIC) of the college focuses on various **start-up** activities through **collaborations** with institutions like **AIC J K Laxmipat University** and **I-Create India**. SXC-JPR is a **Local Chapter** for **NPTEL** and plays a vital role by providing access to top-tier online courses.

The e-Cell boasts of student accomplishments including the **National MSME Award**, **Asia Digital Challenge (ICDL) award,** first place in **Minductor 11.0,** Rupees **One Crore funding** through **Shark Tank India** for Zillionaire, and successful start-ups like **Silver Tree**, **(sustainable startup)** founded by a college alumnus Yash Garg (BBA Batch 2017-20), which demonstrates the blend of environmental responsibility and entrepreneurial innovation by repurposing plastic waste into functional furniture.

The IPR Cell plays a pivotal role in creating, protecting, and managing Intellectual Property Assets. **Fifteen** National and International **patents** have been filed and obtained by the faculty. **59** conferences and workshops on **Research Methodology**, **Intellectual Property Rights**, and **Entrepreneurship** were organised. RDC brings out a series of **ISBN book** - *InQuest*, Multidisciplinary Research Journal - ***Impetus*** **(ISSN 2278-0254)** and Department Research Journals - ***Illuminatus*** **and** ***Informatica***.

The college actively engages in extension and outreach activities. It has been recognised with **26 accolades**, including the **'Rangers & Rover's Rajya Puraskar'**, through initiatives by the NSS/NCC units. Involvement in community services has led to the holistic development of students enabling them to be socially responsible citizens. **Five villages** have been **adopted** under the **UBA scheme** of MHRD and the college has undertaken a series of initiatives to empower them.

The Swachhta Action Plan (SAP) alongside AICUF, Red Ribbon Club, Alumni Association, GSWC promotes civic responsibility and social health through awareness campaigns.

SXC-JPR has **31 national** and **2 international collaborations** (MoUs) highlighting its global relevance and partnerships.

Infrastructure and Learning Resources

St. Xavier's College Jaipur prioritises continual enhancement of its **physical infrastructure** to enrich the teaching-learning experience. Spanning **25 acres** with a **built-up area of 20,235 sq. m.**, the campus offers a robust array of facilities, including **52 Smart Classrooms, 11 Progressive Laboratories,** a **State-of-the-Art Library,** a **Multimedia Centre,** an Auditorium, an Amphitheatre, a Conference Room, Hostel, Students' Lounges, ***Yoga Udyan***, and extensive Indoor and Outdoor Sports facilities.

Wi-Fi (500 and 100 Mbps) coverage across the campus ensures seamless connectivity. Aligned with sustainability principles, the college implements environmentally conscious initiatives like **Rainwater Harvesting**, **Solar Power Plant**, **Vermicompost** and **Bio-Compost Units**, and an **Organic Farm**.

The Digitalised Arrupe Central library spans 5,868.49 sq. ft. with **21123 books**, **33 journals**, **20 magazines**, and houses a vast collection of e-resources such as **e-books, NList, JSTOR, DELNET, NDLI, DSpace** accessible via **RFID-enabled self-circulation kiosks**, and **KIBO** device for visually impaired individuals. The college's IT infrastructure includes **52 Smart Classrooms** with essential ICT amenities, **leading-edge laboratories**, and **5 computer labs** equipped with advanced technology. A robust Wi-Fi network with a speed of 500 & 100 Mbps supports academic and research activities, complemented by additional access points. In total, there are **366 PCs on campus.**

Other amenities include a Multimedia centre with state-of-the-art equipment, security features like **CCTV surveillance (309 cameras)**, and facilities such as **Reprography and Stationery Shop, *Divyangjan*-Friendly campus and website, Alumni office, Wellness centre and Counselling room, Girls' Hostel**, and a **Canteen**.

Cultural Facilities comprise **Fr Stan Swamy Auditorium, Dr B R Ambedkar Conference Room, Amphitheatre and Quadrangles**. Extensive Indoor and Outdoor sports facilities (Table Tennis, Chess, Carrom, Football, Cricket, Basketball, Badminton), **Yoga facilities, and Gymnasium** (Indoor and Open Gym) promote physical fitness of various stakeholders.

The college fosters practical learning opportunities through workshops for **village students** and grants **laboratory access** beyond regular hours. Committed to providing a dynamic learning environment, St. Xavier's College Jaipur prepares students for success in a **digitally driven world**, emphasising innovation, collaboration, academic excellence, and holistic development.

On average, the college has spent more than 50 percent on infrastructure augmentation and 30 percent on maintenance during the assessment period.

Student Support and Progression

SXC-JPR provides a platform for the holistic development of students through a **well-defined structure of student support and progression**. The institution established **68 special task cells**, **clubs, and committees** to **enhance student development** across multiple skills and values, aiming to **create better citizens**. Some forums such as the **students' counci**l are **democratically elected,** coordinated by faculty, and overseen by college administration.

The **institution supports** students **financially** through institutional **scholarships/freeships. Over the last 5 years, 73% of students** received institutional **need-based and merit-based scholarships and freeships.** During this period, the institution has provided scholarships/freeships **worth Rs 5.27 crores**.

The college has organised **66 student centric activities** aimed at mentoring and enhancing their skills in areas such as soft skills, language and communication, life skills, and technological awareness. Additionally, career guidance sessions led by industry professionals and successful alumni have **empowered over 4,770 (44%) students,** to navigate competitive exams and career paths. The **mentoring system** provides **emotional and academic support** to the students. The college has implemented a **transparent process** to address **student grievances** promptly. It maintains a **zero-tolerance policy towards** issues such as **ragging and sexual harassment,** ensuring a **safe and inclusive campus environment**. There are **8 statutory committees** which deal with **student grievances**.

Out of 3,170 graduating students, **62%** have either been **placed or progressed** to **higher education**, and more

than **11% cleared** various **competitive exams**.

Students have actively participated in co-curricular and extracurricular activities, organised by the institution/other institutions. Students have **won 77 awards/medals** at the **University, State, National, and International levels.**

The **Xavier's College Alumni (XCA)** has **financially supported** the institution by contributing a sum of **Rs 29,16,914** for infrastructure development and has assisted in social causes. XCA has also worked progressively in **supporting the community during pandemic**, such as establishing a **COVID CARE CENTRE**, conducting vaccination drives, and providing food, clothing, and medical supplies. Furthermore, alumni actively participate in providing career guidance, employment opportunities, and special lectures on the latest trends fostering the institution's growth.

Governance, Leadership and Management

The **democratic and effective management** of the college provides a **conducive environment** for **academic, administration, research and consultancy.** It promotes **decentralised decision-making and participatory governance**. This approach fosters transparency and consensus, ensuring that all stakeholders contribute to institutional growth. Faculty equip themselves through **Faculty Development Training Programmes (FDTPs) in academics, research and philanthropic activities.**

Aligning with the government initiatives, the institution has implemented the **National Education Policy (NEP) 2020** and **Indian Knowledge System (IKS). Institutional Perspective Plans** have been drawn in consensus with all stakeholders which guide short-term and long-term objectives of the institution. **Comprehensive policies and guidelines** streamline institutional activities, supported by an **effective organisational structure** designed to **facilitate governance and decision-making processes.**

Integration of e-Governance with Information and Communication Technologies (ICT) enhances programme planning, implementation, and monitoring, promoting cost-effectiveness and accessibility. The institution **prioritises employee motivation and satisfaction** through **Performance-Based Appraisal System (PBAS)** and **professional development opportunities.** SXC-JPR contributes to employees' well-being through initiatives like reimbursement of *Chiranjeevi* medical insurance scheme of the local government, health awareness camps and staff recreational programmes. **Financial support to 84.5% faculty** in the last five years for career advancement underscores the institution's commitment to staff well-being and professional growth. **77.5% of the teaching and non-teaching staff has attended FDPs during this period**.

Budgetary provisions are meticulously allocated to support institutional growth, student development, and staff welfare, ensuring a conducive learning environment. **Transparent financial practices,** including internal and external audits, uphold accountability and sustainability. **Collaborative efforts** with governmental, non-governmental, and philanthropist further **enhance financial stability and support developmental initiatives.**

The **IQAC plays a pivotal role** in institutional quality assurance, overseeing academic and administrative processes **to foster a culture of excellence.** Through in-service training and continuous improvement initiatives, the Cell drives incremental enhancements in teaching-learning practices and operational efficiency. By institutionalising quality assurance practices, the IQAC ensures continuous improvement and adherence to established standards.

Thus, the college demonstrates a commitment to effective governance, strong leadership, and strategic management practices. Through **decentralised decision-making, integration of technology,** and **emphasis on stakeholder satisfaction,** the institution strives for **continuous improvement and sustainable growth.**

Institutional Values and Best Practices

SXC-JPR nurtures **inclusivity** by **fostering gender equity, integrating the marginalised** into curricular, co-curricular, extracurricular, and extension activities that **celebrate diversity**, guided by the mantra **"*Sarve Bhavantu Sukhinah*"**.

Specialised units like **Gender Studies and Women Cell, Mental Health and Counselling Cell, Centre for Employability - Xavier Vocational Institute - (XVI), UBA, NSS, National Green Corps, and Swacchta Action Plan Committee**, spearhead **tailor made** programmes to foster gender equity and community engagement. Notably, the college prioritises environmental sustainability by directing its initiatives in **fulfilling the United Nations Sustainable Development Goals (UNSDGs)**. The college promotes green initiatives such as **energy conservation, solar energy (300 kW), rainwater harvesting (18 lakh litres), and waste-management**. SXC-JPR is an **ISO 14001:2015 (UQSR-3513-SZCJ)** certified institution promoting quality higher education, research and consultancy in environmental sustainability practices. Regular audits related to energy and the environment have been carried out.

It is a ***Divyangjan*** **Friendly Campus** and epitomises the college's commitment to cultivating an inclusive culture. Our uniqueness lies in amenities like the ***Divyangjan*-friendly website, Kibo XS Device**, catering specifically to the visually impaired.

SXC-JPR promotes **Inclusivity, Linguistic, Cultural, Regional and Socio-economic Diversity** through programmes/events on a regular basis. By **commemorating significant national events, the college aims to sensitise students about the importance of civic engagement and democratic principles.**

The college advocates environmental sustainability with its **Best Practice - "The Green Desert: Initiatives Achieving Sustainable Development Goals"**. This initiative of the college contributes to conserving the environmental ecosystem. Additionally, **NASA's GLOBE Programme** contributes towards scientific advancement through dissemination of environmental data.

Our Second Best Practice of "**Holistic Development: Student Enrichment Beyond Classrooms"** embodies a comprehensive educational approach. It emphasises **six fundamental aspects of development—intellectual, physical and psychological, ecological, technological, social, cultural, and creative**—through a wide array of activities.

Our institutional distinctiveness lies in "**SEED: Sensitise, Educate, Empower, and Develop the Rural Community".** Nestled in a scenic rural setting, the college embodies resilience and commitment to contribute to rural transformation. Beyond imparting knowledge, we empower **women entrepreneurs** in neighbouring villages through our unit **XVI.**

Overall, SXC-JPR focuses on **inclusivity, sustainability, and holistic development** of all its stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE JAIPUR
Address	St. Xaviers College Jaipur Nevta-Mahapura Road, Near Nevta Dam Tehsil Sanganer, Jaipur, Rajasthan
City	Jaipur
State	Rajasthan
Pin	302029
Website	https://sxcjpr.edu.in/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	S. Xavier	091-9828726366	7300042735	-	iqac@sxcjpr.edu.in
IQAC / CIQA coordinator	Yashwardhan Singh	0141-1234567	9799895800	-	yashwardhansingh@sxcjpr.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

State	University name	Document
Rajasthan	University of Rajasthan	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	12-04-2019	View Document
12B of UGC	12-04-2019	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Unnat Bharat Abhiyan, Ministry of Education, New Delhi and Institution Innovation Council, Ministry of Education
Date of recognition	31-05-2021

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 Jaipur Nevta-Mahapura Road, Near Nevta Dam Tehsil Sanganer, Jaipur, Rajasthan	Rural	25	20235

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	BA,Department Of Economics,HONS. Economics	36	HSC	English	90	24
UG	BA,Department Of Political Science,HONS. Political science	36	HSC	English	60	34
UG	BA,Department Of Psychology,HONS. Psychology	36	HSC	English	60	28
UG	BSc,Department Of Science,Pass course	36	HSC	English	60	23
UG	BCA,Department Of Computer Science,	36	HSC	English	120	105
UG	BBA,Department Of Business Administration,	36	HSC	English	420	385
UG	BA,Department Of English,HONS. English	36	HSC	English	90	26
UG	BA,Department Of Arts,Pass course	36	HSC	English	120	61
UG	BCom,Department Of Commerce,	36	HSC	English	240	57

PG	MA,Department Of Economics,Economics	24	UG	English	40	8
PG	MCom,Department Of Business Administration, M.H.R.M.	24	UG	English	40	0
PG	MA,Department Of English,English	24	UG	English	40	24
Doctoral (Ph.D)	PhD or DPhil ,Department Of Business Administration,Business Administration	36	PG	English	16	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of English,English	36	PG	English	12	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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				56			
Recruited	1	0	0	1	1	0	0	1	15	38	0	53
Yet to Recruit	0				0				3			

Non-Teaching 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				41
Recruited	26	15	0	41
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				4
Recruited	3	0	0	3
Yet to Recruit				1

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/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	7	23	0	32
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	6	0	7
UG	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/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	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**
	0	0	0	0

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	485	8	0	0	493
	Female	239	9	0	0	248
	Others	0	0	0	0	0
PG	Male	3	1	0	0	4
	Female	26	2	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	9	7	3	10
	Female	5	7	3	7
	Others	0	0	0	0
ST	Male	10	8	4	4
	Female	4	4	1	4
	Others	0	0	0	0
OBC	Male	90	102	64	78
	Female	42	40	23	22
	Others	0	0	0	0
General	Male	377	466	343	423
	Female	243	241	199	187
	Others	0	0	0	0
Others	Male	28	42	34	42
	Female	22	15	14	20
	Others	0	0	0	0
Total		830	932	688	797

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	St. Xavier's College Jaipur formed the NEP Task Force Committee to implement NEP 2020 from 2023-24. Workshops from June 26 to July 13, 2023, aided faculty in understanding and implementing NEP, covering curriculum, pedagogy, evaluation, and holistic education. Renowned educators enriched faculty through seminars, thereby helping faculty prepare for NEP implementation. While adhering to the University's curriculum as an affiliating college, undergraduates must take at least one multidisciplinary course. The college promotes exploring non-major subjects, encouraging humanities students to delve into sciences and vice versa. Knowledge Transfer Programme for the

	neighbourhood community has been designed for faculty and students keeping multidisciplinary research in mind under NEP. To encourage multidisciplinary learning, students undertake one value-added course in a semester, with cross-disciplinary enrolment. The students are encouraged to enrol in an add-on/certificate course offered by another discipline in-house.
2. Academic bank of credits (ABC):	The college implemented the Academic Bank of Credit for students with the implementation of NEP from 2023-24. Serving as a SWAYAM local chapter since 2020, students can enrol in SWAYAM courses for academic credits. Despite affiliation constraints, faculty members have autonomy in designing curriculum and pedagogy for certificate courses. It has established numerous collaborations and Memorandums of Understanding (MoUs) with national and international institutions, indicating a strong commitment to holistic education.
3. Skill development:	The institution emphasizes vocational education and soft skill development through the various departments, Institution Innovation Council (IIC), and Xavier Vocational Institute (Centre for Employability) for Entrepreneurship. Short-term certificate courses cover soft skills, technical proficiency, web design, communication, and more. During the admission time itself, students select their preferred certificate course which they need to complete within a year. Value-based education is provided through multiple awareness sessions throughout the year. The Centre for Employability offers courses in beautician, tailoring, and fashion technology which helps the women of the adopted villages become financially independent.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	While the medium of instruction at the institution is English, efforts are made to accommodate students from rural areas by addressing any doubts in Hindi if necessary. All UG students are studying Hindi as their compulsory language. The college offers a variety of sessions aimed at enlightening students about the traditional and cultural values of the country. The college encourages the sharing of linguistic and cultural customs among its heterogeneous student body by celebrating most of the special days including World Ethnic Day, Hindi Diwas, and International Yoga Day among others.

5. Focus on Outcome based education (OBE):	As the University of Rajasthan implemented NEP-based courses, being an affiliated college, it also executed outcome-based education through lesson plans outlining course and programme outcomes. The POs & COs are displayed on the college website and noticeboards and the students are also introduced to them during department orientation programmes. Key outcomes include professional ethics, gender equality, and environmental awareness, fostering holistic development. Attainment of outcomes is analyzed and assessed at the end of the programme
6. Distance education/online education:	The institution promotes teaching-learning through virtual platforms. Faculty members have experience in e-content development and the use of technological tools for the teaching-learning process. The institution has a Learning Management System (LMS) along with an e-content recording room for the effective implementation of blended learning. As an affiliated institution, the college is unable to offer distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Xavier’s Electoral Literacy Club (XELC) was established on 24/05/22.
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The faculty as the coordinator and assistant coordinator is appointed by the management and the students are appointed at the discretion of the faculty coordinator, approved by the college Principal. Xavier’s Electoral Literacy Club has the representation of both male and female students from various departments
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Voter Registration Program organized by Xavier's Electoral Literacy Club on 18/10/2023 enhanced voter registration among students, faculty, and villagers. Information Sessions educated participants about the importance of voting and eligibility criteria, and Registration Drives helped with the registration process. Outreach Campaigns in nearby villages involve volunteers providing information and assistance in voter registration, ensuring wide coverage and inclusion of all eligible voters. XELC organized the EVM Training Program

	on 12/8/2023 to demystify Electronic Voting Machines (EVMs). Hands-on Workshops helped to experience EVMs and Voter Verifiable Paper Audit Trails (VVPATs), and allowed participants to familiarize themselves with the voting process. Demonstrations are conducted on how EVMs function, including security features and the steps involved in casting a vote, to build trust in the electoral process. Mock elections are organized for participants to practice casting votes, enhancing their understanding and confidence in using EVMs during actual elections. XELC organized Voter's Helpline App Hands-On Training (14/ 12/2022) to promote the use of the Voter's Helpline App among the community, facilitating easy access to electoral services and information. Training Workshops helped participants with the installation and use of the Voter's Helpline App. For communities less familiar with smartphones, conducted sessions on basic digital literacy, focusing on the use of the Voter's Helpline App, to ensure no one is left behind. Established support desks on campus and in community centres, where individuals can receive one-on-one assistance with the app, including troubleshooting and accessing information. These programs were organized with the help of the State and District Election Department.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	XELC's Voter's Helpline App Hands-On Training and EVM Training Program increased awareness, voter registration, and confidence in using EVMs among a broad audience. Engaging students, faculty, and villagers fosters community and shared responsibility for democratic participation, with special support for marginalized and less tech-savvy individuals to fully participate in elections. The National Service Scheme of St. Xavier's College Jaipur organised poster making competition, quiz competition, pledge, debate, election awareness campaign, group discussions, and poetry/rap competition as part of 'Mera Pehla Vote - Desh Ke Liye' campaign.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Approximately 200 students are yet to be enrolled as voters. Xavier’s Electoral Literacy Club is the epicentre of electoral engagement on campus. The Voter Registration Program organized by Xavier's Electoral Literacy Club on 18/10/2023 enhanced voter registration among students, Registration Drives on campus, with booths equipped with

	necessary forms and guides helped with registration. Regular notices are released by the cell to inform students to register in the Voter List. Cultivated strategic partnerships with the guardians of democracy—local and state election authorities—to bring the power of voter registration directly to the campus grounds. Offer tailored support systems that address the unique needs of every student, ensuring that barriers to registration are dismantled.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2256	2286	2152	2102	2012

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 75

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
53	48	35	32	27

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1060.24	859.52	4982.30	595.56	930.50

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

St. Xavier's College Jaipur is **affiliated** to the **University of Rajasthan**, **Jaipur** and follows the university's prescribed **curriculum** of **annual scheme**. Nevertheless, the college strives to additionally equip the learners through various programmes and activities.

Curriculum Planning

- Before the beginning of a new academic session, each department conducts meetings to review results, finalize subject allocation, prepare timetable, allocate class mentors, and finalize the department's annual plan. The **Heads of the Departments (HoDs)** propose the **curricular and co-curricular activities** to the **Academic Council** which then prepares an **academic calendar** and sends it to the **IQAC**.
- The IQAC prepares the institution's **annual academic calendar** in alignment with the **university calendar** and the **institutional plan** for the year.
- **POs and COs** at the **departmental level** are prepared and mapped for effective curriculum planning and delivery. The **faculty** then prepare **teaching plans** which are approved by the **HoDs** and are then **displayed** on the **Enterprise Resource Planning (ERP) Software.**
- The **IQAC** ensures the **systematic implementation** of the curriculum and monitors it based on the **feedback system.**
- Faculty participates in UOR's **BOS meetings.**

Curriculum Delivery

- Departments conduct **Bridge Courses** to fill the **knowledge gap** for the newly admitted students **before** the commencement of **the regular classes**.
- Effective curriculum delivery is ensured through **various teaching pedagogies** as per subject-specific requirements.
- During the **pandemic**, the **pedagogy transitioned** to virtual platforms through both live and recorded modes. **This** has continued as a **blended learning mode**.
- The **ERP ensures** structured curriculum delivery by timely upload of **syllabi, teaching plans, lecture notes, assignments, and question banks,** accessible to students.
- Industry-relevant A**dd-on/Certificate Courses, MOOCs, SWAYAM, and NPTEL** courses are offered **/ channelized** by the institution to **bridge the gap** between the **university curriculum** and **industry requirements** as per the feedback on the curriculum by the students.
- **Expert Sessions, Internships, Industrial/field Visits, Practical Lab, Student Exchange, and Projects Works** are undertaken for effective **knowledge** dissemination. Multidisciplinary

Conferences, **Symposiums and Workshops** are organized frequently to orient **students towards research.**
- Departments with Training, Internship and Placement Cell (TIPC) ensure **experiential learning** through field visits, internships etc., beyond the **curriculum**.

Internal Assessment/Examination

The University of Rajasthan conducts annual university examinations without the provision of CIA. However, the college conducts **internal examinations annually** before the final examinations to prepare students for university examination. These internal examinations are administered by the **Examination Cell** under the supervision of the **academic council**.

- The Academic Council of the college **approves** the proposed dates for internal examinations, which are subsequently **published** in the **academic calendars** and **communicated** to **the students** and the other **stakeholders.**
- The faculty prepare **question papers** that the **examination cell reviews** before approval.
- The **Examination Cell plans** and **conducts the examinations**, publishes the results and addresses any **grievance** related to it.
- The **University Affairs Cell** coordinates with the **Examination Cell of the college** for **university practical**, and **annual examinations** and **results**.

This comprehensive approach empowers the institution to maintain standards, track progress, and enact improvements based on valuable feedback.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 47

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files	
1	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 42.72

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1571	519	870	891	766

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

St. Xavier's College Jaipur endeavours to energize the learning experience by incorporating all the four cross-cutting issues such as ***Professional Ethics, Gender Sensitization, Human Values,*** and ***Environment and Sustainability***. Being an affiliated college, it has limited scope in framing the curriculum, yet it still strives to introduce and integrate cross-cutting issues through curriculum, curriculum enrichment programmes and initiatives.

Professional Ethics

- **35 Modules** on **Professional Ethics** are included in the **curriculum.**
- **Certificate Courses** such as Health Economics, Personality Development, Communication Skills, augment the **students' professional attitude**.
- Career Counselling Sessions, Corporate Etiquette Workshops, Industrial and Field Visits are also **regularly conducted.**
- The **Innovation and Incubation Cell**, along with the **Research and Development Cell,** organize sessions and **symposiums** on research and professional ethics.
- The **Training, Internship & Placement Cell** facilitates students' transition from the academia to the professional world.
- The **IPR Cell, Xavier's Cyber Security Cell, Consumers' Club, and Code of Conduct Committee** create awareness about professional ethics.

Gender Sensitization

- **24 Gender-Equity** related modules are included in the **curriculum**.
- **Add-on/certificate course** on Gender Studies and Women's Writings.
- College adheres to **Gender-neutral admission policy**.
- Awareness programmes organized by the **Gender Study and Women Cell** ***(SUKOON)*** and **Anti Sexual Harassment Cell** play a pivotal role in spreading awareness and ensuring compliance with gender equity laws like **POCSO**.
- The **College Theatre Society** consistently delivers performances that delve into **gender-related themes** to raise awareness within society.

Human Values

- **52 Modules on Human and Moral Values** are included in the curriculum.
- **UBA Cell** initiatives encompass humanitarian activities like **Health and Hygiene Awareness Programmes, Blood Donation Camps, Medical Checkups, Voter Awareness Programme & Road Safety Campaigns**.
- Observance of World Disability Day, Human Rights Day, Indigenous Day, National Unity Day, National and International Girl Child Day, and International Women's Day promote **nation-building and human values.**
- **Mental Health Counselling Cell (MHCC)** provides guidance and creates awareness related to **mental health issues**.
- The **Anti-Ragging Cell** ensures **zero tolerance** for any form of **abuse or discrimination**.
- Units like **AICUF, Red Ribbon Club, NSS, SC/ST & OBC Welfare, and Minority Welfare Committee** play a crucial role in promoting and ensuring equality.
- The **campus** is *Divyangjan*-friendly. Inclusive practices are instilled in the students.

- The **library's KEBO multilingual scanning and reading machine** helps visually impaired students.

Environment and Sustainability

- **Environmental Studies** is a **compulsory subject** in the majority of UG programmes and **22 modules** are a part of the **curriculum**.
- Departments along with SAP, NGC, NSS regularly organise plantation drives, sustainability initiatives such as **cleanliness drives in the five adopted villages, plastic free drives, waste management initiatives** like **bio composting, vermicomposting, promoting organic manure.**
- Invited talks, and celebrations of days like **World Environment Day** create **awareness** on sustainability.
- **Ayush Udyan (herbal garden)** on-campus addresses the need and interest in **holistic health and traditional medicine.**
- **Rainwater harvesting on campus (18 lakh litres)** is an effective way to address and promote water conservation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 48.8

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 1101

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed	
File Description	**Document**
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.47

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
830	932	688	797	796

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1320	1440	1020	1000	1040

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 44.65

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
178	184	133	165	149

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

2022-23	2021-22	2020-21	2019-20	2018-19
411	450	317	311	323

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 42.57

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The educational approach at our institution revolves around student-centric methods and strategies employed to enrich our students' multifaceted learning experiences by **combining conventional and innovative teaching methods**.

[I] Student-Centric Methods

The college's dedication to staying abreast of educational advancements and **integrating student-centric, cutting-edge methods alongside time-tested approaches contribute to a comprehensive and practical learning atmosphere**. The synthesis of theory and practice and hands-on approach deepens students' understanding of theoretical knowledge and cultivates a practical application of concepts.

Experiential Learning:

- **Industrial and educational visits** bridge the gap between theoretical learning and practical training.
- **Add-on/Certificate courses** aid in developing theoretical and practical concepts.
- **Field Trips** enhance practical understanding of concepts and procedures.
- Students get acquainted with the socio-economic conditions of the adopted villages through **awareness drives, social surveys, and extension/outreach activities.**
- Analytical skills develop through **internships** that provide hands-on experience exposing students to real-world scenarios.
- **Lab-to-Land Activities** promote a knowledge-sharing culture.
- **Book and Movie Reviews** help in developing critical ideas.
- **Paper Publications** in in-house journals/magazines provide a platform to express their academic ideas.
- **Demonstrations and Exhibitions** with the help of **laboratory/virtual laboratories**.
- **Department events like Academic Fest** foster team spirit, managerial and leadership skills.
- **Role-plays and Theatrical Performances** enhance their verbal and non-verbal communication skills.

Participative Learning:

- **Specialised/Expert Sessions and Webinars** create an understanding of recent perspectives in the academic field.
- **International & National Exchange Programmes** aid in comprehensive understanding of different cultures.
- **Workshops and Symposiums** promote knowledge-sharing, fostering collaboration and providing a research platform.
- **Panel/Group Discussions, Debates and Quizzes** foster critical thinking and improve LSRW skills.
- **Flipped Classroom and Peer Teaching** promote active learning.
- **Movie Screenings** encourage cultural understanding and critical thinking.
- **SWAYAM/NPTEL Course** expand inter/multidisciplinary perspectives.

Problem-Solving:

- **Case studies** assist in resolving issues in a classroom environment.
- **Curriculum-assigned projects** aid students in cultivating problem-solving abilities, preparing them for industry roles and employability.
- Developing **creatives, software, websites, apps, and social media pages** by students to improve their employability skills.
- **Student projects like *Aanandam*** help in identifying social problems and finding appropriate solutions.
- **Research Paper Presentations** are used to explore recent issues in all areas.
- **Business Plan** preparation stimulates analytical and problem-solving ability**.**
- **Budget Analysis** delves into comprehending the complexities of financial planning.

[II] ICT-Enabled Tools and Resources

- **Wi-Fi-enabled campus** facilitates seamless internet access and an innovative teaching-learning environment.
- **LMS - ERP System** allow students to access lecture materials and videos online.
- Use of online platforms: **Zoom, MS Team, and Google Meet**.
- **Smartboards & Smart Classrooms: Projectors** & **desktop-enabled classrooms** help in screening PPT and Videos, Documentaries to complement the lectures.
- **Computers, laptops, printers, and scanners** are often used to prepare course materials, PPTs and handouts and record students' details.
- **Centre for e-Content Creation**: **Webcams, audio-video recorders**, and other equipment are used to capture videos and prepare e-content.
- **Virtual Labs & e-Resources:** Swayam, N-List, JSTOR, DELNET, NDL, DSpace, E-Journals, e-Papers, e-Books, Software like SPSS, Tally and Statista.
- **Kibo XS Device** (for the visually impaired).
- Interactions through alternative tools: **Google Classroom, Google Forms, Mentee Meter, Kahoot.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 96.53

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
58	48	35	33	28

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 86.67

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	44	30	26	21

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

St. Xavier's College Jaipur follows the prescribed examination guidelines of the **University of Rajasthan** as an **Affiliated College** which limits its role to implementing the directions from the University. However, the college **initiated** an **internal assessment system** to evaluate and improve students' performances and ensure their preparedness. The assessment process is **transparent**, **time-bound, and efficient.**

[I] Internal/External Assessment

The college has constituted the University Affairs Cell and the Examination Cell to ensure the smooth implementation of the assessment mechanism and conduct the practical/theory examinations.

A) Examination Cell (Internal Examination at the College Level):

- Acquaint the students with the University's Annual Examination.
- Promote student learning and assess their progress.
- Ensure students are well-prepared.

B) University Affairs Cell (External Examination at the University Level):

- Follows the University of Rajasthan Handbook for ordinances and rules & regulations.
- Executes the University Examination-related tasks like notifying students.
- Collects and verifies examination forms.
- Conducts University Practical Examinations.

C) Transparency in the Examination Mechanism

- The college **Examination Policy and University Affairs Cell Policy** define the implementation of an efficient internal/external assessment system with clearly defined roles.
- **Academic Calendar**: The internal Examination Schedule is mentioned.
- **Evaluation of Answer Scripts:** For students' satisfaction, the college adopts a practice of showing answer copies for the areas of improvement.
- **Time Bound and Efficient:** Notifications to students and staff - Examination Schedule, Invigilation Duty Chart, Room Allotment and Seating Arrangement.
- **Declaration of Results on time -** within ten days after the Internal Examination.

D) CIA- According to NEP 2020 from the Session 2023-24

The University of Rajasthan implemented the New Education Policy 2020 from the session 2023-24. **Accordingly, the Semester Grade Point Average (SGPA) has two components: Continuous Internal Assessment (20% Weightage) and End-of-Semester Examination (80% Weightage).** Therefore, the college has implemented a new assessment mechanism for the NEP batch from 2023-24.

[II] Grievance Redressal System for Examination

The college is committed to addressing assessment issues, concerns, and grievances. Students submit their grievances to the **Grievance Redressal Committee** under the Examination Cell. The grievance redressal procedure starts after complaints are received **online and offline**.

Additionally, students can use the **Examination Grievance Box and Suggestion Boxes.** Grievances are categorised into college and university levels to streamline the process and ensure appropriate actions are taken accordingly.

(A) College Level Grievance: (For Internal Exams)

Depending on the nature of the grievance, the **Examination Cell** notifies the related authorities and initiates necessary measures to address it. The **Examination Cell handles internal exam-related grievances** and implements required corrections within **72 hours**. Depending on the nature of the grievances, the Examination Cell engages the **respective subject teacher and HoDs** to ensure **timely resolution**. The resolution of grievances is communicated to students within a specified timeframe.

(B) University Level Grievance: **(For University Exams)**

The **University Affairs Cell** gathers the grievances about the University Examinations, including concerns about revaluation, correction of names, misprinting of date of birth, enrolment number or any other. Subsequently, it is **forwarded to the University's examination section** for further action.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

St. Xavier’s College Jaipur adheres to the curriculum prescribed by the **University of Rajasthan** as an **Affiliated College** for the programme offered. The University has not provided POs and COs for annual scheme programmes, yet the **college has taken the initiative to draft, develop, articulate, and prominently display and ensure** effective communication to faculty and students.

POs serve as **indicators** of **academic proficiency**, **social relevance**, **development of skill** sets for **sustainable advancement**, **employability skills**, and **value-based education** provided by the college.

COs are the **resultant knowledge and skills students acquire for employment in various sectors.**

Discussion, Draft, and Formulation of POs & COs

Engagement in discussions and drafting focuses on developing POs and COs, ensuring alignment with educational objectives and relevance to student learning experiences.

- **Discussions & elaborate interactions** were held at different administrative levels in consultation with the **Academic Council and IQAC** before **drafting POs and COs**.
- The Academic Council guided the **HoDs** regarding the formulation of **POs and COs.**
- **HoDs,** in consultation with **Department faculty,** drafted the POs and COs for the syllabus prescribed by the University.
- They were then submitted to the **Academic Council** and **IQAC** for final approval.

Dissemination of POs and COs to the students

POs and COs are communicated to students through the college website and department noticeboard, ensuring clear understanding and alignment with educational goals.

- During **Admission Counselling**, prospective students are informed about how POs and COs are integrated into the curriculum, offering insight into the educational journey.
- Students are informed and acquainted with POs and COs during ***Deeksharambh*** (Student Induction Programme) and the **department orientation** programme for their academic pathway.
- The course faculty introduce different units in the prescribed syllabus, correlating them to the POs and COs.

Display of the POs and COs for faculty and students

- Displayed on the **College Website, Department Webpage** and in the **ERP system,** offering transparency to their educational objectives and enabling the students to have an overview of the course content.
- Displayed on the **Department Notice Board**, ensuring clarity and accessibility.
- Circulated through **Department Brochures** for further reference and guidance.
- Mentioned in the **Lesson Plans** prepared by the subject teachers.

Determined to Develop Holistic Individuals

- **Expert Sessions** aligned with POs and COs, focus on enhancing understanding and skill development in specific areas of expertise.
- Effective Utilization of **ICT Tools and Techniques**: **Interactive software** includes educational platforms like Koha educational software, Adobe Captivate, interactive whiteboard software such as SMART Notebook, and simulation tools like SimCity.
- **Career-oriented Programmes** prepare students with skills and knowledge tailored to specific industries, enhancing employability and professional success, and bridging the gap between the syllabus and the POs and COs.
- **The courses help critically assess the foundational concepts and experiences with a broad-minded, multi-dimensional** approach and a **sense of rationality.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The **attainment of Programme Outcomes (POs) and Course Outcomes (COs) is evaluated through different aspects of teaching, learning, evaluation, and feedback**, which have been outlined in the Academic Policy of the college under Outcome-Based Education (OBE). The policy has been meticulously made and approved by the Academic Council. It has comprehensively included the curriculum and evaluation and **focuses on a learner-centric approach that helps in attaining the Graduate Attributes.**

1. Mapping of Programme Outcomes and Course Outcomes in the Syllabus

The mapping of the outlined POs and COs ensures their execution, which is aligned with the vision and mission of the department and the institution. This is approved by the Academic Council and shared with the faculty and students. The attainment of the course outcomes is indicated in the lesson plans of the respective courses, which thereby assists in understanding and mapping the course outcomes.

2. Evaluation through Assessment

The college is affiliated to the University of Rajasthan, Jaipur which conducts comprehensive external assessments of the students, where external examiners evaluate the answer scripts of the students. **Our college administers internal examinations for students, which facilitates their preparation for the university's final examinations and helps them overcome anxiety related to it.** However, the university has not prescribed any mandate to conduct these examinations.

The **Projects** and **Viva-voce** are conducted under different courses like B.C.A., B.A. (Hons) Psychology, B.A. (With Geography & Statistics) B.B.A., B.Sc., and M. Com. (HRM) which help in the assessment of the Course Outcomes of the respective papers.

The attainment of COs is calculated through **Direct Assessment (based on the University Result Analysis).**

University Result Analysis

The benchmark used for COs attainment is:

Attainment Level		Status	Description
Level 1	60% and above	Attained	High Level of Attainment
Level 2	Pass Percentage to 59.99%	Attained	Moderate Level of Attainment
Level 3	Less than Pass Percentage*	Not Attained	Low Level of Attainment

* Pass Percentage based on the university guidelines for the respective Programme

The attainment of POs is based on the attainment of COs:

High Level of Attainment of POs: 60% and above students attaining Level 1 and Level 2 of COs

Moderate Level of Attainment: 40%-59.9% of students attaining Level 1 and Level 2 of COs

Low Level of Attainment: Less than 40% of students attaining Level 1 and Level 2 of COs

3. Graduate Attributes Survey

The Internal Quality Assurance Cell conducts the Graduate Attributes Survey that assesses capabilities that help strengthen one's abilities for widening current knowledge base and skills which help them become better professionals and play a constructive role as responsible citizens in society.

It includes components of POs and COs and helps to understand whether the college's alumni have been able to attain the programme outcomes. The identification of the gaps in the university's curriculum allows the college to plan Add-on courses that aid the students' technical and employability skills. The Graduate Attributes Survey conducted is analysed to understand the needs of the students, and subsequently, action is taken.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 94.32

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
589	701	700	593	587

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
641	728	730	632	630

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.79

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 5.76

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	1.5	4.26	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Innovation Ecosystem

St. Xavier's College Jaipur has nurtured an ecosystem for Research, Indian Knowledge System, IPR and Innovation & Incubation that promotes the transfer of knowledge through diverse initiatives and practices.

1. Research

The **Research and Development Cell (RDC)** fosters research through initiatives like the **National Symposium, International Conferences, Workshops, and In-House Publications.**

Outcomes

- Two **Research Centres in English** and **Business Administration** have been recognized by the University of Rajasthan
- ***InQuest*****,** a series of book chapters encapsulating the essence of exploration and inquiry in academia **with ISBN.**
- Xavier's Research and Publication Cell publishes Xavier's **Multidisciplinary Research Journal - Impetus** with **ISSN: 2278-0254**
- **Two Department Research Journals** *Illuminatus* and *Informatica* are published annually.

2. Indian Knowledge System

- Celebration of **National Ayurveda Day**, **International Day of Yoga**, Yoga Workshops, and sessions on Ayurveda.
- **Workshops** on **Mahatma Gandhi and Nation Building** in association with the **Indian Society of Gandhian Studies**.
- **Electoral Literacy Programmes** in association with **the Election Commission of India.**
- Training for **Herbal Gardening and Organic Farming** on campus.

Outcomes

- Enhanced sense of well-being through **Yoga and Ayurveda practices**.
- Stimulated nation-building efforts promoted inclusivity and increased **electoral literacy**.
- **Ayush Udhyan and Organic Farm on campus**.

3. IPR

- **IPR policy** regulates the creation, protection, and management of intellectual property assets within the institution's ecosystem.
- **IPR Cell** organises awareness drives, workshops, and expert sessions on Intellectual Property Rights.

Outcomes

- The college received **certificates** of appreciation for participating in **NIPAM** launched by **Government of India**.
- **15 patents** have been awarded to the staff members in the form of **Indian Patent, Australian Innovation**, and **UK Patent**, either published or granted.

4. Innovation and Incubation

- **Institutional Entrepreneurship Innovation and Incubation Policy** supports growth and success of entrepreneurship. The college has a vibrant startup culture through partnerships with **Atal Incubation Centre at JK Lakshmipat University** and **I Create India.**
- The **Institution Innovation Council (IIC)** was approved by the Innovation Cell, **Ministry of Education, Government of India in 2021,** to kindle innovation and start-ups by organizing various activities like Business Model Canvas Workshop, Boot Camp/ Mentoring Sessions, Business Plan Competitions and Visit to Techno Hubs.
- **The Entrepreneurship Cell (E-Cell)** is dedicated to igniting the entrepreneurial spirit in the students.

Outcomes

Name of the Student	Start-Up/ Achievement	Nature of Business/ Description
Anushka Jain	**National MSME Award** Anushka Jain Jewellery	Minimal Jewellery
Aditya Fatehpuria	Received **1 Crore funding** in **Shark Tank India** for **"Zillionaire"**	Bling Jewellery
Mehul Mittal	Recognized **#StartupIndia Campaign** for V-Impact Foods Pvt. Limited	100% Plant-Based Meat
Afreen Sheikh	Ibadan	Jewellery
Daksh Gupta and Pooja Jain	Akaso	Event Management
Yash Garg	Silver Tree (Sustainable Startup)	Converting waste to furniture
Sachi Badaya	Bisso	Apparel
Bhumika Saini	Winner Minductor 11.0, SRCC	Business Plan Competition

5. Creation and Transfer of Knowledge/Technology

- Collaborations with Confederation of Indian Industry **(CII), I-Create** and **Internshala.**
- Regular **Industrial Visits**
- Business/Banking **Conclaves**
- **Course Mentorship as NPTEL** Local Chapter.
- **Knowledge Transfer & Training Programmes** for the **village community**.

Outcomes

- **10 Toppers in NPTEL** courses
- Department magazines
- Student **Awardee** for **Asia Digital Challenge (ICDL)** for innovative technology

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 59

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	14	21	04	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.23

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	06	01	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.43

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	05	05	05	06

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension activities aim at creating awareness among the students on the **contemporary social issues of the neighbourhood communities.** This is implemented through various units like **Institutional Social Responsibility and Extension Activity Cell (ISREAC)/ *Unnat Bharat Abhiyan* (UBA), National Service Scheme (NSS), Rovers and Rangers (RR), National Green Corps (NGC), Red Ribbon Club (RRC), Swachhta Action Plan (SAP) Committee, All India Catholic University Federation (AICUF), Gender Studies and Women Cell (GSWC), and Xavier Vocational Institute (Centre for Employability)**:

- Fostering social and environmental consciousness through service learning.
- Improving digital and financial literacy, communication skills and community health.
- Enhancing women's empowerment and agro-development.

Centre / Unit	Activities	Impact/ Outcome
ISREAC/ UBA	Adopted five villages ***Chatarpura, Jaisinghpura, Khatwara, Narottampura and Chak Harbanspura***	• Village Upliftment
• ***Education and Youth***	• **Financial Literacy** Session • **Digital Literacy** Week • **Certificate** Course in **Spoken English** • **Book Donation** Drive • Employment Survey	• Community Spirit • Youth Empowerment • Established **Computer Lab** at *Kishore Griha* (**Juvenile Home**) & Govt. School, **Narottampura**. • Established **Arrupe Central Library** extension centre at **Maa Sharda Public Sr. Sec. School** and at Garima Greh- Shelter Home for **Transgenders.**
• ***Health and Hygiene***	• **Free Health Check-up** Camps • **Awareness** of **Menstrual Health** and **Hygiene**. • **Anti-Liquor Awareness** Drive • COVID-19-19 Vaccination & **Relief Package Drive**. • Face Mask Distribution and Donation. • Training Programme on **Yoga and Meditation**	• De-stigmatization of **menstruation** • Promotion of **physical** and **mental well-being.**
• ***Social Inclusion Programmes***	• *Bal Mela* • International **Happiness Day** celebration • **Self-defence** and Awareness Programmes • Women's Day Celebration with **Village Women** • Sessions on **Organic Farming**	• **Upliftment** of the **weaker sections** • Social Sensitization • Fostering a **sense of inclusivity** focusing upon **women & children**.
SAP	• Water Conservation Initiatives • ***Swachhata Week*** includes Cleanliness Drives and Surveys, Street Plays, Water Management Awareness Drive. • **Sanitary Napkin**	• Creating awareness about Environmental issues in rural community.

	Distribution • Intra College Competitions	
AICUF	• Visits to **orphanages, old age homes**. • **National Unity Day** celebration	• Compassion towards the **marginalized**
GSWC	• Sessions on Gender Issues • Donation Drives	• Sensitization towards gender issues
NSS	• Social Inclusion Programme: Special Camp • Commemoration of **National Days** • Basic Life Support and Good Samaritan • **Bird Feeders'** installation	• Awareness on road safety • Social cohesion and civic sense • Character development
Red Ribbon Club	• Blood Donation Camps • **AIDS** Awareness Programmes	• Awareness regarding blood donation • More than **100 units** contributed to **blood bank**
Department Initiatives	• Electoral Literacy Campaign • Donation Drives • **Mural Paintings** • *Aanandam* Projects	• Awareness of **voting rights** • Enhanced **community engagement** & **civic sense**
Xavier's College Alumni (XCA)	• Free COVID-19 Testing and Medication • Food and Grocery Distribution • **COVID-19 Care Centre**	• Vaccines and medical support to villagers during COVID-19
Xavier Vocational Institute **(Centre for Employability)**	• Vocational Skill Training Programmes in Tailoring, Beautician, Fashion Designing for Women	• **Enhanced Employability and *Atmanirbharta***

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

St. Xavier's College Jaipur goes beyond academics, **fostering social responsibility** through **diverse units** and has earned numerous **accolades and achievements** for contributing to society.

1. **Nation Building through NSS/NCC Units:**

The NSS unit of the college contributed to community service through its numerous programmes. From **plantation drives** to **blood donation camps**, their initiatives significantly contribute to benefiting society. The unit's **special camps** promoted **social inclusion**, while **disaster relief public awareness** programmes increase preparedness. The donation drives and basic life support awareness sessions help in creating responsible citizens.

State-Level/Regional Awards/Recognition/Appreciation: The unit has earned **awards** for community services, awareness programmes on road safety and life support, disaster relief awareness programmes, cancer awareness camps/programmes, and others.

1. Leadership Development through Rovers & Rangers Unit:

Rovers & Rangers ignite young minds and cultivate future leaders through **social impact projects** and **national camps**, empowering individuals to embrace their duty to others, and self.

State-Level Governor-Award: For outstanding contributions to community services, **2 Rangers** and **3 Rovers received** the **Prestigious Governor Award:-**

- Jinny Thomas (Ranger)
- Kriti Kamal (Ranger)
- Daksh Tak (Rover)
- Mohit Yadav (Rover)
- Ravindra Singh (Rover)

2. Rural Empowerment through Institutional Social Responsibilities and Extension Activities Cell (ISREAC)/*Unnat Bharat Abhiyan* (UBA) Cell:

With the consistent efforts of student volunteers, ISREAC/UBA contributes to rural neighbourhood through its numerous initiatives like making efforts to ignite minds with **Book Donation Drives, Spoken English Courses, *Bal Mela,*** and **Computer Training Programmes** for children **rural areas**. Regular health camps and menstrual hygiene sessions promote well-being, while financial literacy workshops foster self-reliance. Self-defence sessions, COVID-19-19 relief drives, and blood donation drives showcase their dedication which has been recognized through national and regional awards.

National-Level/Regional-Level Awards/Recognition/Appreciation: The **UBA Cell** has earned **National recognition** for adopting **five villages** and being committed to addressing their development needs. **Pauravi Mittal** was **awarded** second prize in the **national and regional** COVID-19-19 poster contest for her creativity.

3. Social Health Awareness through the *Swachhta Action Plan* (SAP) Unit:

SAP fosters responsible citizens through diverse initiatives. E-waste awareness promotes sustainability, Swachhta Week instils hygiene, and initiatives like- **"Whisper No More"** and **"Design a Bag"** empower women. Plantation drives increase environmental awareness, while street plays spark social awareness.

4. National-Level Awards/Recognition/Appreciation: The **college has earned recognition** as a Swachhta Action Plan Institution from the **Government of India.**

5. Community Service and Shaping Social Commitments through Additional Pillars-All India Catholic University Federation (AICUF)/Red Ribbon Club/Alumni Association/Gender Study & Women Cell (GSWC)/Centre for Employability:

Student-led initiatives like AICUF's **Carnival-to-Street Art, Donation Drives**, Red Ribbon Club's **Blood Donation Drives** and **AIDS Awareness**, and GSWC's raising **awareness about Lesbian/Gay/Bisexual/Transgender/Queer/Other (LGBTQ+)** ignite positive change. The Alumni contribute through **clothing drives** and the establishment of the **COVID-19 Care Centre**, while the Centre for Employability **empowers the underprivileged**.

6. Regional-Level Awards/Recognition/Appreciation: Appreciation Certificates received for organizing blood donation drives every year:

- **2021-22: Red Ribbon Club** (28-Units blood)
- **2020-21: AICUF** (27-Units blood)
- **2019-20: AICUF** (88-Units blood)
- **2018-19: AICUF** (105-Units blood)

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 42

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	11	4	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*.**

Response: 30

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College Management augments and constantly upgrades physical facilities to facilitate teaching-learning. The lush green campus of **25 acres** has a total built-up area of **20235 sq.m.** The campus features spacious facilities that include **classrooms, labs, state of art library, an auditorium, an amphitheatre, a hostel, sports,** with **Wi-Fi enabled campus**. It prioritizes eco-friendliness through **rainwater harvesting, a solar power plant, biogas, and other green initiatives**. **CCTVs** ensure student safety in the three-block layout— one administrative and two academic blocks.

a. Teaching-Learning viz., classrooms, laboratories, computing equipment

- **Classrooms –** Spacious, ventilated, well-equipped **52 Smart Classrooms** fitted with required ICT facilities and PA system.
- **Laboratories – 11 well-equipped science and other laboratories** furnished with adequate modern equipments.
- **Computing Equipments – 5 Computer labs** with **332** systems, **13** printers and scanners, **2** Laptops, **08** Smart Board Panels, **57** LCD Projectors, and **2** Digital Podiums.
- **500 Mbps Wi-Fi** and an additional **100 Mbps** with **49** access points are available for both students and faculty members to support academic and research activities.
- **Digitalized Library –** A well-stocked inclusive library of 5868.49 sq. ft. with **ILMS (KOHA), 21,132 Books, 53 Periodicals, E-Resources (NList, DELNET, JSTOR, Harvard Business Review, DSpace, NDLI), RFID enabled Self-Circulation Kiosk, KIBO device for visually impaired people.**

b. ICT-enabled facilities such as Smart Class, LMS etc.

- **LMS** – e-Content Creation Facility for LMS is available at the **Multimedia Centre/ Board Room** and is hosted on **ERP** and **YouTube** Channel.
- **ICT Facilities -** Walkie-Talkies – 07, Intercom-02, IRIS Reader – 07, Smartphones – 13, CCTVs – 309, Server Room., Live Streaming Equipment, Drone – 01, Photography Cameras – 03

c. Other facilities which support the academic and extracurricular activities are as follows:

- Reprography and Stationery

- Innovation & Incubation Centre
- Multimedia Centre
- Vermicompost Unit
- Bio-Compost Unit
- Ayush Udhyan
- Organic Farm
- 1 Auditorium
- 1 Amphitheatre
- 1 Conference Room
- 1 Board Room with Video Conferencing facility
- **Other Facilities**
    - *Divyangjan* Friendly Campus
    - Alumni Office
    - Wellness Room
    - Counselling Room
    - Girls' Hostel
    - E-Cart
    - Canteen
    - Waiting Room
    - **300 KW On-Grid Solar Power Plant**
    - **1 Generator** with a total capacity of **500 KVA**

Facilities for Cultural and Sports Activities, Yoga Centre, Games, Gymnasium, Auditorium etc.

- **Cultural Facilities –**Fr Stan Swamy **Auditorium** with a seating capacity of 500, Dr B R Ambedkar **Conference Room** with a capacity of 75, MDP **Board Room**, Amphitheatre, Students' Lounge, Students' Council Room, Decoration Room, and open spaces are used for organizing cultural events and activities.
- **Sports Facilities – Indoor Sports** (783 sq. ft.) – Chess, Carrom, Table Tennis, Badminton; **Outdoor Sports** (1,00,000 sq. ft) – Football, Cricket, Badminton, Lawn Tennis, Volleyball, Basketball, Athletics, Kabaddi, Kho-Kho, and Gymnasium promoting physical fitness and sports.
- **Yoga Facilities –** Yoga Udhyan and Open Gym promoting holistic well-being.

The college infrastructure, and physical facilities, complemented by robust ICT resources, create a dynamic learning environment that fosters innovation, collaboration, and academic excellence in preparing students to thrive in a digital-driven world and pursue their academic and professional aspirations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 58.04

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
294.9048	131.64	4409.96	24.53	30.41

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Arrupe Central Library is centrally located within the college building across two floors: basement and ground level. It covers an area of 5868.49 sq. ft. (basement 3289.72 sq. ft. and ground floor 2578.77 sq. ft.) which includes a spacious reading area that is air-conditioned.

Arrupe Central Library is equipped with the open-source library management system KOHA (Version 23.05.04), integrated with RFID (Radio Frequency Identification) technology. The library operates with full automation through an Integrated Library Management System. The collection includes:

- 21,132 Books
- 33 Journals
- 20 Magazines
- 295 CDs

- 6 Newspapers

Library Digital Facilities

Automated Services provided in the library are highly reader-oriented and *divyangjan*-friendly. They include:

- Dynamic library web page
- **Digital Library** with 32 computers, well connected with Wi-Fi facility
- Online Public Access Catalogue **(OPAC)** service
- **Digital Self-Circulation Kiosk** for issue, return & renewal of books
- **KIBO** Inclusive Library
- Books can be converted into audio format
- DSpace Institutional Repository for e-resources
- Digitalized IN-OUT entry system
- QR code access facility

Other Facilities and Services

- Unique collection of **old and rare books** and reading materials
- **Career Guidance & Mock Exam facility** for competitive and higher education exams
- **Plagiarism** check facility through **Turnitin Software**
- **Library Extension Service in adopted villages**

e-Resource Subscriptions

Being a registered member of the Developing Library Network (**DELNET**), and the National Digital Library of India (**NDLI),** the library subscribes to the **NList and JSTOR** database, through which the students and staff have access to nearly 6000 e-journals and 31,35,000 e-books. Remote access is available for DELNET and NList databases. The library also manages the **IRINS** for our college.

Arrupe Central Library has an **Institutional Repository DSpace** to provide e-resources like books, journals like sage journals, magazines like Harvard Business Review, e-papers like The Business Line and The Hindu, University Question Papers and other Question Banks.

These e-resources can be accessed not only on campus but also off campus.

Optimal Use of the Library

Arrupe Central Library sees optimal utilization by both students and faculty members. Utilizing the IN-OUT entry system, users can log in/log out using either biometric authentication or their ID card, allowing the calculation of the duration of time spent in the library. On average, the library receives daily visits from 300 to 400 students. Additionally, both students and faculty members actively make use of the electronic resources available in the library off-campus.

The library includes transgender books and shares its resources with students of **Centre for Employability (XVI)** and students of **adopted villages.**

***Divyangjan*-Friendly**

Arrupe Central Library is *divyangjan*-friendly with amenities such as ramps, tactile interfaces, and auto sensor gates. This cutting-edge assistive technology is tailored to the requirements of **visually impaired individuals** with **KIBO XS Device** that employs advanced Optical Character Recognition (OCR) technology, text-to-speech functionality. These features enable users to effectively access and understand printed materials, enhancing their learning and research experiences.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college employs advanced IT infrastructure, incorporating cloud computing, virtualization, and strong networking solutions to meet academic and administrative demands. Regular updates to hardware, software, and systems demonstrate adaptability to evolving technology. The institution's IT policy includes provisions for frequent updates to facilities, ensuring sufficient bandwidth for internet connectivity, and implementing strong cybersecurity measures for which a separate budget has been approved.

IT Upgradation

ICT advancements have revolutionized teaching-learning, shifting from traditional methods to dynamic ICT-oriented approaches.

- 52 Smart Classrooms equipped with **Projectors/Monitors, Smartboard, LAN cable, and Wi-Fi.**
- 366 computers are available on campus**, 332** computers are used exclusively for academic purposes, and 100 desktops have been added in the last 3 years.
- Desktops on the campus have been upgraded from Dual core to **Core i3, i5 and i7 processors** in 2021 and 2022.
- **ERP software** has been used since 2020 to manage all administrative and academic processes online. The entire data right from admission to the issue of consolidated marks is maintained

through it.

LAN and Wi-Fi

- Structured Network Cabling is in place to manage the entire network.
- Broadband internet speed increased from **10 Mbps to Leased Line 500 Mbps**
- **500 Mbps Wi-Fi speed** covering campus and an **additional 100 Mbps speed** in the administrative block.
- Campus is networked through **500 Mbps (LAN)** and backbone connectivity is through **100 Mbps through CAT-6.**
- All the computer labs are connected to **500 Mbps network switches with 100 Mbps through CAT-6 as backbone connectivity.**
- All **Wi-Fi Access Points (49)** support **100+ concurrent users with 2.4/5.0 GHz bandwidth.**
- Wi-Fi connectivity is ensured through access points from a centralized access controller.
- Wi-Fi speed of **450 Mbps to 850 Mbps** throughput is available **in each AP.**

Cyber Security

- Firewall security is ensured through **Sophos Firewall XG126.**
- **Application-level bandwidth** and quota management are scheduled.
- **IPS, Content filter, and AV scanning** in gateway mode.
- **Authentication-based user access** to connect to the internet.
- **Group-based security policy** assigned to different user groups to ensure no threats.

Hardware and Software

- Licensed and Open Licensed software for different academic requirements like C, C++, Oracle, LINUX, R Studio, SPSS 21, Canva.
- Software like **Corel Draw, KOHA, Office 365, Office 2007, Office 2016, Zoom, Tally, Envato, DSpace** and others.
- Operating systems **Windows 10 Professional and Windows 11 Home.**
- **G-Suite and Microsoft Teams** were purchased in 2020 to facilitate online teaching and learning during COVID-19.
- **Turnitin Software** was purchased in 2023 for plagiarism check.
- **TALLY ERP 9 (Prime)** was installed in the college office.

IT Facilities

The institution has well-equipped **e-content Creation Rooms – MDP Board Room** and **Multimedia Centre** equipped with high-quality **audio, video and live streaming devices.**

The institution has a well-established **e-Infrastructure** for all the stakeholders like the **ERP System** (https://cims.mastersofterp.in/) and the **College Website** (www.sxcjpr.edu.in) maintained by an alumnus.

To optimize the use of computer labs, **workshops for village students are organized and lab access is granted beyond regular college hours.** This ensures practical learning opportunities through increased availability of resources for academic pursuits and social initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 6.8

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 332

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 2.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
62.91	67.077	35.201	23.028	38.465

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.2

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1580	1893	2152	1165	1121

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 44.13

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1345	1150	1252	627	396

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 41.64

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
209	282	297	294	238

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
589	701	700	593	587

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 5.3

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
42	26	25	20	19

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 28

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***

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	02	07	03

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 20.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
33	25	5	21	17

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Xavier's College Alumni (XCA) Association, established on 6 March 2013, is a registered body (Reg. No. 1064/2013) under **The Rajasthan Societies Registration Act (1958)**. It has strengthened connection between the college and its alumni/ae, and the elected alumni body has played a crucial role by making significant contributions through organizing various activities at different levels. This includes academic assistance, financial support, cultural and social projects, and participating in community service.

Alumni chapters have been established **by each department** to foster regular engagement with alumni within their respective departments. The various college units also have engaged alumni at different levels and across various platforms.

The contributions of XCA from 2018 to 2023 are as follows:

Augmenting Infrastructure by Contributing:

- Rs 18,26,270 for the **air conditioning facilities** in the library
- Rs 2,50,000 to make the library ***Divyangjan-friendly***
- Rs 7,15,644 for the construction of **Board Room**

Financial Support

- Rs 25,000 for the brain surgery of Mrs. Anju Sahai (housekeeping staff)
- Rs 60,000 to the Annual Cultural Festival in 2023
- Established **COVID-19 CARE CENTRE** at Hathroi Fort Campus in 2021
- Rs 41,181 for the purchase of computer equipment for extension work

Promoting Entrepreneurship

- The **College Website** is designed and maintained by the alumni.
- **Employment/ Internship** opportunities are provided by the alumni to the students.
- **The Alumni** support the **Incubation Centre,** and the centre provides them with a platform to develop their innovative ideas.

Academic & Other Service

- **As Subject expert** for panel discussions, special lectures, guidance sessions, alumni interactive sessions and department orientations.

- **Participation in extension activities**, green initiatives, and blood donation camps.
- **Donation** of books to the college and department library.
- **As Judges** during cultural and sports events.
- Graduate Attributes **Feedback** from the Alumni aids in understanding the needs of the students.

Community Service

- **Establishing COVID-19 CARE Centre and Mobile Van** during the pandemic and providing the following services free in the centre for all the stakeholders of the institution and community at large.

1. Vaccination for the staff and their family members
2. Antigen Test, Medicine & PPE kit distribution
3. Food Packet Distribution
4. Oxygen Concentrator
5. Yoga, Meditation, and Tele Counselling Services

- Blood Donation
- Woolen Clothes Distribution
- Felicitation of teachers on Teacher's Day
- Cleanliness Drive

Cultural and Social Events organized by the XCA.

- Outdoor Recreational Activities
- Alumni Reunion, Online Meet, and Department Meet
- Dandiya Night

Awards

- The **Jesuit Alumni Association of India (JAAI)** has awarded the XCA the **Special Recognition Award in 2023** for their exemplary work during COVID-19-19, and for the creation of the COVID-19 CARE Centre.
- XCA was awarded the **IGNATIAN AWARD** by the college in **2021.**

Institutional Commitment to Alumni Advancement

The institution prioritizes the well-being of its alumni and provides them with special privileges like access to college facilities like the library, sports facilities, ICT tools and others.

Our alumni have achieved remarkable positions in government, semi-government, and private sector, and as entrepreneurs. They are committed to supporting their ***Alma mater's*** and students' growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The **democratic, value-driven, growth-oriented, effective, and inclusive governance** of the management of the college concurs with its **Vision and Mission** providing strategic directions for the attainment of its objectives. **Visionary leadership** was displayed in the successful relocation **of the institution** to the new campus in 2021 at Nevta Jaipur, reflecting the **strength, resilience, and adaptability** of the management.

Nature of Governance:

The **managemen**t demonstrates a **strong dedication, compassion, and generosity** towards the **well-being** of **staff, students, parents, and alumni**. The **decentralized sharing** of responsibilities across the Academic and Administrative **domains** reflects the consensus-oriented, transparent, and **participatory style of governance**, fostering **TEAM SPIRIT working in unity**.

Under the aegis of the **Governing Body of Jaipur Xavier Educational Association (JXEA)** and the **College Managing Committee, the Principal as the Head of the Institution** along with the staff members implement the decisions and policies of the Management. **The Vice-Principal, College Core Committee, IQAC, Academic Council, Heads of Departments, and the Coordinators** of various units continuously evaluate and **strengthen the participation of various stakeholders, especially students.**

Decentralization & Participatory Governance:

Through the various **statutory and non-statutory bodies**, the **management** promotes **operational autonomy**. All stakeholders are consulted on major developmental issues, resulting in an **equitable and conscientious governing structure** that **is transparent and encourages collaborative decision-making**.

The **management's democratic approach** is evident in assigning responsibilities based on faculty members' **preferences** communicated to the management. The **decentralized structure** promotes **participatory governance**, where **unanimous decisions** are taken to instil a **sense of belongingness.**

Teaching and non-teaching staff **share administrative responsibilities** through **64 functional** committees/cells/societies. **General staff meetings** are regularly scheduled. The management seeks feedback from the staff, which is collated, analysed and action is taken. **Students participate** through various Councils and Societies that play a vital role in organizing all student-related activities. **Parents**

participate in governance through interaction and feedback, while **alumni** become active components of administration through their association. Beneficiaries of the college from **adopted villages** are also our key stakeholders.

NEP Implementation:

The management, in consultation with the Internal Quality Assurance Cell (IQAC) and the recommendations of the affiliating University, has meticulously implemented the National Education Policy (NEP) 2020, **starting from the academic session of 2023-24**. A series of training sessions were organized for the faculty members for the effective implementation of NEP.

Sustained Institutional Growth:

Good governance is reflected in the **harmonious participation and contribution** of all towards Sustained Institutional Growth. The **Introduction of new UG, PG, and PhD programmes** supports the growth of our staff and students **in terms of academics and research**. Significant **improvements in our infrastructure**, the thriving cultural, sports, and **extension activities highlight our sustained institutional growth**.

Short-Term and Long-Term Institutional Perspective Plan:

The Managing Committee, in consultation with **the different** stakeholders, formulates **Institutional Perspective Plans** envisioning holistic growth focusing on the **following nine domains**:

- Curricular Aspects
- Teaching - Learning
- Infrastructure & Resource Mobilization
- Research Development and Collaborations
- Student Support
- Inclusive Education
- Extension Programmes
- Green Practices
- Quality Enhancement

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and

procedures, etc

Response:

The institution, through its leadership and governance, has been working towards **defining and monitoring the effective deployment of the Perspective Plans** that constitute **Short-Term and Long-Term Plans** for envisioning, **efficient functioning** of the institution.

- **The first Institutional Perspective Plan 2000-2010: Almost all the plans have been implemented.**
- **The second Institutional Perspective Plan 2010-2020** involved **improved functioning**, fostering collaborations, and enhancing academic, research, and cultural activities.

The **third Institutional Perspective Plan 2020-2030** focuses on the nine thrust areas **and** its **Key Accomplishments** are:

1. ***Infrastructure Development***
    - Shifting to a bigger **and larger** campus **from Jaipur city** to Nevta
    - **Arrupe Central Library** is a state-of-the-art library, well equipped with modern infrastructure.
    - A **Boardroom** with cutting-edge technology, financially supported by college Alumni.
    - **Green Campus** which includes the installation of solar panels **(300 kW)**
    - **Open Gym, Yoga and *Ayush Udyan*** are established as a step towards holistic development in consonance with the Indian Knowledge System
    - ***Divyangjan* Friendly Campus** reflects the college's dedication to fostering a culture of tolerance and **inclusivity.**
2. ***Other Major Accomplishments***
    - **Implemented NEP 2020** to **impart multidisciplinary and** holistic education.
    - **Adopted 5 villages under *Unnat Bharat Abhiyan*** and undertook extension programmes.
    - **Received ISO 14001 certification** indicating **the college's** commitment to environmental sustainability.

Functioning of Various Institutional Bodies:

The organizational structure of the institution **facilitates effective governance** and participative decision-making.

- The **Governing Body of JXEA** and the **College Managing Committee** review the overall functioning of the college.
- The **College Management**, with the **Principal** as the Chairperson, monitors compliance with policies and procedures, appointment and service guidelines, and campus development.
- The Vice Principal, Dean of Research, Academic Coordinator, Activity Coordinator, Public Relation Officer and IQAC Coordinator constitute the **College Core Committee** which formulates, and revises policies related to academics, administration, student affairs and finances.
- The **IQAC,** in compliance with UGC, NAAC, and NIRF guidelines, ensures quality enhancement in the college.
- The **Academic Council** ensures the eminence and integrity of academic programmes.
- The **Heads of Departments** coordinate the activities of the respective departments, for smooth

conduct of curricular, co-curricular, and extracurricular activities.

- **Academic & Administrative units** of the college function **effectively** to nurture and **achieve** academic and administrative excellence.

Policies & Procedures:

- The college has a **compendium of policies and guidelines** that **outline** and underline the functioning of various units ensuring **effective planning and execution** of unit activities.

Administrative Set-up:

- The **Organogram** of the Institution demonstrates decentralization and **effective governance.**

Appointment and Service Rules:

- **All appointments are made** after a thorough selection and interview process, conducted by a **Board** which includes **the University Nominee**, in compliance with the UGC standards. The **Service Rule Book** serves as a comprehensive guide outlining the rights, responsibilities, expectations, and procedures governing the conduct of service.

The Grievance Redressal System includes a transparent mechanism that addresses and resolves the grievances of **students, parents and the staff**, **both teaching and non-teaching** through online/ offline process.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Strategies for empowering staff members of an institution are vital for fostering a dynamic and effective academic environment. These initiatives aim to enhance teaching quality, research productivity, and overall job satisfaction among staff members. Recognizing the importance of maintaining high levels of employee motivation and satisfaction, St. Xavier's College Jaipur has a **Performance Based Appraisal System (PBAS). It also offers various welfare amenities and professional development opportunities** to their teaching and non-teaching fraternity to show its commitment towards their well-being.

Threefold Avenues of Employee Empowerment

1. PBAS based on UGC Guidelines

The college has implemented a comprehensive PBAS to enhance professional satisfaction and reiterate that individual performance is closely aligned with broader organizational goals and perspectives. The PBAS mechanism entails self-evaluation by staff members, followed by assessment by the management to provide necessary feedback for their development and progress. The **PBAS considers teaching-learning pedagogies, research and academic contributions, activities conducted, and professional development**. Annual increment for faculty and staff is based on the appraisal system.

2. Effective Welfare Measures

Welfare measures encompass a range of initiatives **catering to the diverse needs** of teaching and non-teaching staff members of the institution.

- **Health & Wellness Initiatives and Amenities:** Free COVID-19 Vaccination Camps, Annual Health Camps and Hygiene Awareness Sessions, Open Gymnasium, *Ayush Udhyan*, Wellness Room.
- **Safe and conducive working conditions**: Atmosphere of mutual respect, staff rooms with private workstations and cubicles, adequate resources, and ICT equipment for increased efficiency.
- CCTV cameras and the presence of women guards ensure a safe working environment.
- **Monetary Support**: **Seed money** for faculty research projects, Provident Fund, gratuity benefits, health insurance and support, concession in wards' fees in sister institutions, and monetary help to maintenance staff in case of family wedding or medical emergency.
- Establishing a **staff council for employee engagement** through various initiatives like celebrating festivals and birthdays, staff picnics, festival allowances and gifts, and offering summer and winter vacation.
- **Admission of staff wards** in sister institutions.
- Providing support for **paid medical and maternity leave.**
- **Refreshments & transportation** for staff during extended working hours.

3. Career Advancement

- **Career Enrichment and Encouragement for Professional Progression**: **Increment on completion of PhD,** academic leave for doctoral programmes, Swayam course exams, NET, SLET, further studies, refresher courses and orientation/induction programmes **are some of the steps taken to promote career advancement**. **Faculty without PhD are** given NOC to enrol in PhD.
- **Research Support:** Sponsorship for publication, academic leave and financial support for **participation** in conferences, FDPs, Seminars and Workshops and **seed money for undertaking Minor Research Projects are some of the initiatives.**
- **Training & Development Opportunities**: Training sessions focusing on emerging technologies and pedagogical advancements, FDPs and skill development courses, **capacity building workshops for teaching and non-teaching staff to promote professional advancement.**
- **Promotions and Performance Recognition** to boost the spirit of hard work **are done regularly.**

The college is committed towards prioritizing staff well-being, thereby fostering a culture of excellence and innovation, enhancing development and satisfaction.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 76.41

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**

2022-23	2021-22	2020-21	2019-20	2018-19
42	38	29	22	18

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 45.3

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), *Management Development Programmes (MDPs)* professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
58	55	38	17	20

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	44	44	44

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

St. Xavier's College Jaipur is governed by a registered trust **Jaipur Xavier Educational Association (JXEA)**, registered in the year 1950 with, PAN AAATJ0531D. The **Finance and Resource Mobilization Committee (FRMC)** oversees the financial framework with inclusive decision-making. The college **follows an extensive Internal Audit mechanism which is an ongoing and continuous process. The External Audit is conducted to verify and certify the entire Income, Expenditure and Capital Expenditure of the Institution each year.**

Strategies to Mobilize Funds

The college, being a self-financed private institution, makes dedicated efforts, through FRMC, to tap Government and Non-Government agencies and philanthropists to mobilize funds for quality sustenance and college developmental activities.

- **Fund of Rupees 4,26,000** was mobilized from philanthropists and **Rupees 29,16,914** from alumni till 2023.
- **Sponsors** are approached to contribute towards the expenses during departmental, cultural, and

intercollegiate events.
- The college derives **grants** from various government **schemes/organizations** such as ICSSR, UBA and NSS. **Rupees 6,02,000** have been mobilized during the assessment period.
- The college not only mobilizes funds for its developmental needs but also seeks funds to carry out **relief work in times of natural calamities**.

Implementing these diverse strategies contributes to a comprehensive and sustainable resource mobilization plan.

Utilization of Funds:

- Academic expenses like conducting **seminars, workshops, special lectures and inter and intra-college events**.
- Providing need and merit-based **Scholarships and Freeships up to Rupees 5,27,82,987**
- Contributions to Provident Fund (PF) and **Employee State Insurance (ESI) to take care of** employee welfare.
- Maintaining and **augmenting infrastructure** and buying equipment and **updating labs**.
- Expenditure on maintaining **physical facilities.**
- Expenses on university/government affiliation fees for academic expansion.
- Reserve fund for the future growth of the institution.

It is the ethical policy and practice of the institution not to receive any donations for the admission of students and the appointment of staff. As a result, the college depends entirely on the funds provided by the Jesuit Management and its benefactors for comprehensive developmental activities.

Internal Audit

The FRMC, chaired by the principal, is the monitoring authority for the financial management of the institution. The principal, assisted by the JXEA Treasurer and College Accountant, convenes a meeting quarterly where the income and expenditure account is carefully scrutinized before the annual external financial audit.

- The Accounts Office scrutinizes all receipts, vouchers, and utilization certificates before they are sent to the External Auditor.
- The departments present a budget for departmental activities to the principal before the beginning of the academic year for approval which is scrutinized by the accounts office.
- The treasurer of JXEA conducts internal audit at frequent intervals to ensure transparency. He suggests implementation of new measures wherever necessary.

External Audit

- The college audit is undertaken by M/s Bargoti & Mantri Co, Chartered Accountants, Jaipur duly appointed by JXEA.
- Queries on the audit are addressed promptly.
- **The College has always been commended for all its transparent management of financial dealings.**
- The Return of Income for the financial year is filed after verification by the External Auditor.

File Description	Document
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC **identifies, plans, executes, and monitors the overall quality, significantly contributing to institutionalizing strategies and processes**. It plays **a vital** role in **shaping academic and administrative spheres for fostering a culture of quality**. **Periodic reviews** by the IQAC assess teaching-learning processes, operational structures, and learning outcomes, **aiming to record incremental improvements** and ensure **continuous enhancement and quality assurance**.

Towards the fulfilment of these objectives, the IQAC has devised some **Quality Benchmarks** as Assessment Criteria of initiatives by each Department for enhancing quality which is assessed during the academic and administrative audit conducted by IQAC.

Review & Enrichment of Teaching-Learning Process

- **Lesson Plan (LP) implementation**
  - Established LP templates and guidelines.
  - Implementation of LP through ERP
  - Monitored departmental implementation.
- Introduction of **Add-On/ Certificate Courses**
  - Coordinated with departments for the creation, implementation, and review.
- **Training** of Faculty Members on ICT Services **to Manage Online Classes, especially during COVID-19.**
- **Signing** of Functional **MoUs**:
  - Fostered partnerships with industry and institutions - International, National & Corporate
  - Monitored and supported collaborative efforts.
  - **33 functional MoUs during the assessment period**
- Organizing **NEP Implementation FDPs for teaching staff**.

Learning Outcomes

- Mentoring departments for Creation, Attainment and Mapping of POs and COs for various

programmes and courses.
- Graduate Attribute Survey and Action Taken.

Structures and Methodologies of Operation

- **Introduced and Implemented Operational Strategies**
  - Regular meetings to review performance and suggest improvements to the management for quality enhancement.
  - Compilation of the College Manual as a compendium of policies and guidelines.
  - Creation and implementation of Academic Calendars every year.
  - Preparation and submission of annual reports by all Departments, Cells, and Committees.
  - Guidelines for conducting student activities and institutional awards.
- **e-Governance**
  - Development of a new college website compliant with NAAC standards.
  - **Initiated Enterprise Resource Planning (ERP) system** for academic and administrative units in **2020.**
  - **Training for teaching and non-teaching staff** to carry out administrative reforms.

Evaluation and Assessment at Periodic Intervals

- **Feedback Mechanism**
  - Gathering feedback on various dimensions from all stakeholders
  - Collecting and analysing feedback data for continuous improvement.
- **Preparation and Submission of Reports and Audits**
  - Conducted two Academic and Administrative Audits **(AAA).**
  - Submitted applications for **NIRF** rankings since 2019-20.
  - Developed action plans based on AAA recommendations.
- **Collaborations, Expert Visits**, and **Trainings**
  - **Visited other reputed institutions** to understand the process and train the staff **regarding NAAC.**
  - **Engaged external experts** for NAAC assessment readiness.
  - Five NAAC Preparation Workshops
  - **Capacity Building Workshops** and Sessions on Life Skills

Development of Evaluation Systems

Implemented **PBAS for self-evaluation** for professional development of staff.

Other Initiatives of the IQAC

- **Student Induction Programme -** *Deeksharambh* is organised annually.
- Capacity Building Programmes for Faculty and Staff
- Environment, Energy and Green Audit
- Digitalization of Library and e-resources
- Documentation Process
- Extension Programmes through various units

Overall, the IQAC demonstrates a comprehensive approach towards ensuring and sustaining quality

enhancement in various aspects of institutional functioning and academic delivery, in consonance with accreditation standards and promoting continuous improvement.

File Description	Document
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Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Equity

St. Xavier's College Jaipur employs a multifaceted approach to raise awareness about gender equity among students and the local community through curricular, co-curricular and extension activities. The college is committed to promoting gender equity and inclusion aligned with the mission of the college: ***"To foster a culture of tolerance where students are sensitized towards gender, the marginalized, the excluded and the differently-abled (Divyangjan)"***

Gender equity and sensitization are crucial for fostering inclusivity and equity in society, in consonance with **UNSDGs**, especially ***Goal 5: Achieve gender equality and empower all women and girls.***

1. Gender Awareness Programmes

i. Curricular

- The University curriculum across different streams covers gender issues like**, Political Ideologies** (BA Political Science)**, Feminism, Environmentalism**, **Ecocriticism** (MA/BA Hons. English), **Counselling Psychology** (BA Psychology Hons.), **Human Resource Management** (BBA) **etc., addresses issues on Women**.
- Gender Study and Women Cell regularly organise **certificate course** on **Gender Study and Women's Writings.**
- **Gender awareness** is fostered through **debates**, **discussions**, and education about movements such as ***She Decides, He For She, and Me Too***.

ii. Co-Curricular Activities

- Gender Study and Women Cell (GSWC) ***Sukoon*** was established in 2018-19.
- **Awareness initiatives** include programmes on **Menstrual Health and Hygiene**, benefits of Yoga, Donation Drives, Expert Lectures etc. Topics such as **Preventing Gender-based Violence**, **Challenges Faced by Transgenders, Constitutional Safeguards for Women, Human Rights, Legal Protections,** and **Cyber Security** contribute to promoting gender awareness.
- **Xavier Vocational Institute (Centre for Employability)** takes care of vocational training **managed by women** and focus on skill-oriented courses like **Cutting & Tailoring, Beauty**

Culture

- **Extension activities** sensitize the neighbourhood on **gender equity**.
- Students are **sensitised** regarding **sexual harassment** during the Student Induction Programme by **Anti-sexual harassment Cell.**

iii. Facilities for Women on Campus

The campus prioritises the safety and well-being of women through various facilities and support systems.

- **309 CCTV** cameras have been strategically installed across the premises for constant surveillance.
- **Female security guards** are present on campus.
- The **girls' hostel** provides a **secure** and **comfortable** living **environment.**
- Suggestions and **complaint boxes** are available for confidential **feedback.**
- Facilities include a **girls' lounge**, **separate washrooms** with amenities like **sanitary napkin vending machines** and an **incinerator.**
- Counselling Centre with a trained, **full-time female Counsellor**. Two more visiting counsellors offer **personal** and **group counselling.**
- Female **nursing staff** ensure immediate **medical assistance.**
- Access to an **SOS facility** and proximity to a **women's police station** or ***Nirbhaya helpline*** for urgent assistance.

2. Gender Audit

In its commitment to gender equality, the college initiates a **gender audit** to create a more **gender-responsive** and **equitable environment**. Our gender policy acts as a guide for implementing practices that are sensitive to gender, **focusing on inclusivity**. The college monitors progress regularly, and stakeholders are held accountable for achieving our gender equality goals.

A**ll Heads of the departments are women** which indicates **women-led administrative leadership**. Despite **females** representing 36% of the total student body, they displayed **higher attendance rates** in both academic and non-academic events. Among the college management, teaching, and non-teaching staff, **57% of total are females**, cultivating a gender-equitable environment.

File Description	Document
Upload Additional information	View Document
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7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**

2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

St. Xavier's College Jaipur emphasizes **fostering tolerance** and **harmony** amidst diverse cultural, regional, linguistic, and socioeconomic backgrounds. **Workshops**, **seminars**, **cultural events, and celebration of festivals** that sensitize students and staff on constitutional obligations, values, and diversity. are **organized regularly.**

Inclusive Environment

The college is devoted to **promoting inclusivity**, transcending barriers of caste, community, colour, region, religion, and language to create citizens with a **single national identity** promoting **tolerance** towards all.

1. Promoting Cultural & Regional Diversity

- **Every day begins with Inter-faith prayers and readings** from all sacred texts like the Vedas, Bible, Bhagavad Gita, Quran, Guru Granth Sahib to instil in our students a **sense of spirituality,** promoting **respect for all.**
- The **vibrant performances of students** in dance, drama, fashion, and decorations embody their profound respect for the rich tapestry of **cultures and folk arts** across **all regions** and **religions.**
- The institution enthusiastically **celebrates different festivals** such as **Diwali, Holi, and Christmas** to honour and promote cultural diversity.
- **More than 500 Students and 16 teachers** from other states contribute to **regional diversity.**
- **Inter-state diversity** is understood through **Exchange Programmes.**

2. Linguistic Diversity

- To highlight **linguistic diversity**, ***Hindi Diwas*** is celebrated.
- Employing **bilingual communication** to accommodate students and staff **who** English difficult.
- The **college** and **department magazines** highlight students' **language skills**.
- **MePro** by Pearson offers an **Add-On Course** focusing on English **Language Proficiency and Personality Development.**

3. Promoting Communal Socio-Economic Diversity

- **Communal Harmony Day** is celebrated in the college to create awareness among students.
- ***Divyangjan*-friendly** campus integrates differently-abled persons into mainstream.
- The **college grants scholarships/Freeships** to newly admitted students to facilitate their integration into mainstream society.
- **NSS residential camps** serve as platforms for understanding socio-economic and communal diversities through **inclusive activities.**
- The college has **adopted five villages** under the *Unnat Bharat Abhiyan*, providing support, awareness, and essential resources to them.
- **Regular donation drives** like clothes, stationery, food packets, serve as impactful socio-economic initiatives, fostering **community support.**
- The college has signed a **Memorandum of Understanding with *Nai Bhor Sansthan-Garima Greh***, a shelter home for **transgenders**, to access our **e-Library resources**.
- Mural painting initiatives ***Rang de Sukoon***, and the annual **INYOUTH** Summit spread awareness about the importance of various contemporary issues, and regular visits to old age homes, and blind schools serve as **powerful catalysts for social change.**

Embracing Constitutional Rights and Duties

The college prioritizes fostering a deep understanding of constitutional rights and duties among its students through various **engaging** activities. These initiatives include **visits to the parliament, MUN participation, and commemorating significant days such as Independence Day, Republic Day, Human Rights Day, Constitution Day, Unity Day, Voters Day, Gandhi & Shastri Jayanti, and Martyrs' Day**. The Electoral Literacy Club organizes various **awareness events to motivate students to register for voting**. These activities aim to sensitize students to the importance of **civic engagement** and **democratic principles**.

The college emphasizes on the role of students and teaching faculty as Indian citizens, ensuring adherence to **responsible citizenship** both within and outside the campus. This involves **upholding constitutional values,** and **rights**, and **fulfilling civic duties**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

BEST PRACTICES - I

1. TITLE: The Green Desert: Initiatives Towards Achieving Sustainable Development Goals (SDGs)

2. OBJECTIVES

In tune with the Jesuit mission of **"Caring for the Common Home",** the college aims to nurture the Desert through its green initiatives:

- Promotes **sustainable development** through **community engagement**
- Safeguard the ecosystems in and around institution
- **Increase awareness** for encouraging **environmental stewardship**
- Foster inclusive community guided by ***"Sarve Bhavantu Sukhinah"***

3.THE CONTEXT

Passionate about **environment and sustainability**, the college **focuses** on realizing the **UN's SDGs-2030**, acknowledging the **global influence** of **environmental**, **social**, and **economic factors** on sustainable development.

- **Environmentally**, emphasizes responsible **resource management**, **carbon footprint reduction**, and **biodiversity conservation**.
- **Socially**, focuses on **raising awareness** about **transgender communities**, **social justice**, and ensuring **equitable resource access**.
- **Economically**, prioritizes **fostering** a resilient **economic** environment balancing growth with social and environmental responsibility, **nurturing entrepreneurial** and **skilled human resources**.

The college manages **harmonious balance** among **environmental sustainability**, **social well-being**, and **economic prosperity**.

4. THE PRACTICE

- **SDGs** are **implemented proactively** in **college and** in **five UBA adopted villages** aligning with our mission for environmental conservation**.**
- SXCJ is part of **NASA-sponsored – GLOBE (Global Learning and Observations to Benefit the Environment) Programme** from **2019**, fostering scientific knowledge and environmental

education.

- Annual **Multi-disciplinary International Conferences** prioritize SDGs' role in sustainability, focusing on **ecological concerns** and **sustainable development perspectives**.
- The principal's book **"Go Green for Environmental Sustainability"** (Taylor & Francis Group, 2021) reflects his dedication to the cause.
- Publishing SDGs in **newsletters**, **calendars**, and around campus **raises awareness**.
- College undertakes following initiatives **targeting different SDGs**:
- **Plantation campaigns**, celebrates **World Environment Day, Water Day**, **Earth Day**
- **ISO 14001:2015 Certification, Green Audit**
- Water conservation through **rainwater harvesting channels**, **wells, interlocking bricks**, and **lawn percolation.** These **measures** ensure **recharge** of **underground water.**
- **Knowledge Transfer Programmes** involves farmers in **organic farming** and **herbal gardening**
- Encouraging Biodiversity by **cultivating 4000 flora** varieties, hosting **120 plant species**, and attracting **30 fauna species**
- Pests controlled using traditional light traps, organic pesticides.
- Waste segregation and disposal using eco-friendly ways: **bio- composting**, **vermicomposting**, **Incinerator**
- College **shifted** to **Solar Energy** (300 kW). It also uses **auto sensor lights and pumps**

5. EVIDENCE OF SUCCESS

- **Silver Tree**, a **sustainable startup** founded by St. Xavier's College Jaipur's **alumnus Yash Garg (BBA Batch 2017-20)**, exemplifies the fusion of **environmental responsibility** and **entrepreneurial ingenuity**. Through innovative processes, it repurposes **plastic waste** into functional **furniture pieces, dustbins, rooftop sheets, interlocking tiles etc**.
- From 2020 to 2023, the college transformed into a lush green oasis through **strategic landscaping, tree planting, organic farming, water conservation,** and **solar energy** initiatives, becoming a true Green Desert.
- **Car-pooling, transportation facility &** e**-Vehicles** have significantly reduced the **carbon footprint.**
- **Quality education(SDG-4)**, is manifested through **comprehensive academic programmes**. Access to **e-library** through **QR codes** given to nearby villages, fostering inclusive education.
- The college promotes **gender equality** by **empowering women** through leadership programmes, aligned with **SDG 10** and **SDG 16**. The **health and well-being initiatives** contribute to **SDG 3**.
- **Biodegradable waste** is transformed into **nutrient-rich compost.**
- College supports **SDG 7** with a **300 kW on-grid solar plant**, reducing CO2 emissions.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Extreme weather, sandstorms, challenges green initiatives, impacting infrastructure, farming, water availability, and solar panels.
- Lack of CSR funding support hinders environmental projects.
- Extended urbanization nearby poses a significant challenge.

These initiatives illustrate how small actions **can change the world** driving **global sustainability.**

BEST PRACTICES – II

1. TITLE OF THE PRACTICE: Holistic Development: Student Enrichment Beyond Classrooms

2. OBJECTIVES

- Infusing students with the essence of **Character**, **Compassion**, and **Competence** by harmonizing the college's **vision**, **mission**, and **core values.**
- To foster comprehensive student development by developing their **Intelligence Quotient(IQ), Emotional Quotient(EQ), Social Quotient(SQ), Adversity Quotient (AQ), Physical Quotient(PQ) and Digital Quotient(DQ).**
- To prepare students for challenges of the **VUCA(Volatile, Uncertain, Complex, and Ambiguous) World.**
- Empowering students to blend **academic & industry interface.**
- To nurture student advancement beyond conventional classrooms.

3.THE CONTEXT

SXCJ acknowledges education's broader scope beyond academics, prioritizing holistic, multidisciplinary learning in line with NEP 2020. Accompanying the Youth, it empowers students for self-discovery and purposeful engagement. The college integrates theory with practice, nurturing diverse skills and competencies, fostering academic success, character building, resilience, and preparing students to tackle various challenges with integrity and competence.

4. THE PRACTICE

The college adopts a comprehensive strategy to **foster all-round development**, nurturing individuals across **intellectual, physical, ecological, technological, social**, and **creative domains.**

- College enriches **students' intellectual domain** through diverse activities like **classroom teaching, expert sessions, conclaves, workshops**. It promotes **innovations** through **IIC** initiatives and offers specialized **add-on courses**. **Electoral literacy** fosters civic engagements.
- College prioritizes **physical** and **psychological** well-being through initiatives like **Udaan sports event, healthy habit workshops, Yoga Day**, and **Mental Health Drives**. The **Mental Health and Counseling Cell(MHCC)** offers vital support.
- In **Ecological domain**, college hosts **XSI-Tech**, emphasizing **environmental** and **sustainable practices**.
- In the **technological domain,** college hosts **Technoid,** showcasing technological innovations. Moreover, **students actively participate in studio & website committees, software & App development projects.**
- The college boosts **social dimension** through **INYOUTH** an annual youth summit, Students' active participation in **social extension activities** and **AICUF initiatives**, fostering community engagement.
- **Cultural event Zest and academic fests**, showcases students' talents and **celebrates India's diversity**. Additionally, **college's societies of dance, fashion, music, theatre,** plays a pivotal role in nurturing students' artistic talents. **College magazine**(XPRESS)/department magazines**, journals** (IMPETUS, ILLUMINATUS, INFORMATICA)**, and books(ISBN)** fosters research and creativity, showcasing vibrant intellectual expression.

5.EVIDENCE OF SUCCESS

- Students **securing University Merit Ranks.**
- Student testimonials highlight multidimensional programmes' impact on their personal and **professional development.**
- Student **accolades reflect holistic development in** extracurricular activities**.**
- **Graduate Attribute Feedback** confirms student success in both **professional** and **personal** realms**.**
- The number of students qualifying in **state/national/ international level examinations** (like **CLAT/ GMAT/ CAT/GRE/ TOEFL/ Civil Services/State** government examinations/Bank Exams/Others) has gone up.

6.PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- **Evaluation** of **tangible impact** on students' personal and professional development.
- **Sustaining and scaling** the participation of students.
- **Resource demand** for multidisciplinary events.
- **Relocation** of college pose challenges at times.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Sensitize, Educate, Empower and Develop (SEED) the Rural Community

“Building capacity dissolves differences. It irons out inequalities.” **APJ Abdul Kalam**

St. Xavier’s College Jaipur believes in transformative education where the students are sensitized through holistic education to all sections of society. Embracing the **Universal Apostolic Preferences** of the Jesuits, the institution shifted to the rural setting, leaving a settled urban space with the **vision of empowering the rural community**. The college has created a new identity in a serene rural environment serving the local community by **adopting five neighbouring villages**. It serves as a beacon of **inclusive**

education, transcending geographical boundaries and **nurturing a diverse community of learners**. The college is adorned with diverse flora and fauna, promoting **SDGs that enable the college to be a *GREEN DESERT.***

The dedicated faculty, staff, and alumni of the institution actively engage in transforming the community through the involvement of the **students** making them the **agents of change**. The students become instrumental in raising awareness through surveys and literacy programmes, providing resources like knowledge transfer programmes with villagers, and participating in initiatives like cleanliness drives. This not only reflects good citizenry but importantly prepares students for life as whole persons committed to the cause of bettering the society.

I. *RURBANISATION*: Rural-Urban Amalgamation

The college in the rural backdrop stands as a testament to resilience, adaptability, and unwavering dedication in shaping enlightened minds for a sustainable future.

- **Rural-Urban Integration:** This is exemplified by initiatives like **support & solidarity campaigns** and **awareness drives** as well as diverse community engagement programmes. Such efforts include **celebrating International Women's Day** and **Independence Day with the villagers**, organizing **blood donation camps**, thus **reinforcing inclusivity** and community involvement.
- **Community Engagement & Enlightenment through Education:** The institution's active involvement in both rural and urban communities bridge the gap through outreach programmes, social initiatives, and collaborative projects aimed at addressing local needs. **Literacy programmes through Certificate Courses on Spoken English, skill development workshops, library extension centres, establishment of computer labs in Juvenile Jail and educational outreach activities** are aimed at enhancing the capabilities and opportunities of community members. The college also has taken the initiative of creating awareness **about Sustainable Development Goals through wall painting and installing sustainability posters in nearby villages.** The college cultivates a culture of awareness about rights by organizing electoral literacy programmes **"Electronic Voters' Machine: Awareness Programme for Future Voters", "Financial Literacy- Secure your Finances, Secure your Future", Digital Literacy, and** commemorating **Unity Day, Constitution Day with the villagers** that **transcend** rural-urban relationship, inspiring students to lead with integrity and compassion in addressing societal challenges at local, regional, and national levels.
- **Socio-Economic Empowerment:** These encompass providing training in **organic farming to villagers**, **partnering with NGOs** such as Happy Tails for **animal welfare initiatives**, organizing **employability skills enhancement programmes** for local residents, and supporting **evening classes for village students** from the neighbourhood.
- **Empowering Community Health & Wellness:** The college prioritizes community's health through initiatives like **Yoga & Meditation Workshops for villagers**, **Health Check-up Camps for villagers**, **training in basic life support** (Atama Raksha), **COVID-19 vaccination drives** and **distributing face masks** to the local community.
- A culture of **rural-urban connection fosters social cohesion** through events like ***Bal Mela*** and **International Women's Day**. These platforms showcase village talents, nurturing mutual respect and cultural appreciation. Such initiatives promote **unity** and **solidarity**, enriching society.
- The college engages in sustainable development projects in collaboration with rural communities. These projects focus on areas such as **organic farming (Knowledge Transfer Programme),**

water management, and sanitation ("Sanitation Etiquette and Waste Disposal Awareness", "Whisper no more: Sanitary Napkin Distribution Drive"), aiming to improve the quality of life and promote environmental sustainability. The **awareness programmes** address their specific needs and challenges by providing training to girls through '**Basic Life Support and Good Samaritan'** programmes empowering them to be independent.

These community empowerment initiatives function as an active experimentation hub, granting rural communities' hands-on access to the latest technological advancements and environmentally conscious practices.

II. Xavier Vocational Institute (XVI - Centre for Employability)

This centre is nestled within the college and is committed to providing comprehensive skill training programmes tailored specifically for the empowerment of young girls from adopted villages. St. Xavier's College Jaipur, through its extension programmes, is providing **support to Self-Help Groups (SHGs)** in various ways. XVI effectively attracts admissions and engages with local communities to raise awareness about the significance of girls' education and knowledge enhancement. It offers an array of meticulously designed courses including Cutting & Tailoring, Fashion Designing, Beauty Culture, and Computer Basics, which has initiated women towards a journey of self-discovery through skill enhancement. It offers **hands-on training** to equip women with the skills required for employment and serves as a platform for financial independence. The centre also provides **resources and mentorship to inspire entrepreneurship among women in the neighbouring villages** which strengthens the bond between the college and the community.

III. Agents of Change: Students

These activities enhance students' critical thinking skills and awareness, making them effective agents of change. They develop a positive attitude that encourages them to help others. By visiting villages and interacting with elders, women, and youth, students improve their interpersonal skills. This helps them become more empathetic to the needs of others both on campus and at home. The college thereby **sensitizes the youth through education transforming them into better individuals** who can contribute to society.

Conclusion

Through these distinctive initiatives, the college sensitises the students towards society and creates **individuals who are determined to** make **the world** a better place. The XVI empowers women by providing training, equipping them with the skills needed by industries and enabling them to achieve self-reliance. The awareness programmes organised by various units under the Unnat Bharat Abhiyan (UBA) play a significant role in shaping the future of nearby villages through access to education. The college is sowing the **SEED (Sensitize, Educate, Empower, and Develop)** for a generation committed to the ideals of an **inclusive society** that **empowers everyone** and **contributes to nation-building**.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- **Prof. Fr. S. Xavier SJ, Principal**, edited the book "**Artificial Intelligence for Multimedia Information Processing**" and "**Go Green for Environmental Sustainability**" published by **Taylor and Francis**. He has authored a textbook on **"Fundamentals of Environmental Studies"** published by Cambridge University Press. He has held the **MacLean Research Chair** at Saint Joseph's University in Philadelphia. He has been **actively engaged in the research on climate change** and has delivered lectures at IIM Calcutta, St. Xavier's College Kolkata (Global Earth Summit), Saint Louis University USA, **UN COP-23 Climate Summit**, and Campion Hall Oxford University. He also gave a Plenary Lecture at Calcutta University's Regional Science Congress on December 22, 2023, and delivered special talks/keynote lectures at various institutions, including Bishop Heber College, Trichy, Vivekananda Global University, Jaipur, and ICFAI University, Jaipur, besides conducting orientation programs at Delhi St. Xavier's School Ropar.
- Fr. Raymond Cherubin SJ (Vice Principal) authored Hindi AEC book under NEP program. Fr. Amaldass SJ (Dean R&D) authored VAC book under NEP program.
- Dr. Ranjit Kaur from the Department of English achieved a notable feat of two times **NPTEL Discipline Star** (Humanities & Social Sciences), NPTEL Believer and NPTEL Motivated Learner Star Awards by **completing 18 NPTEL MOOC courses** from the institution, showcasing dedication to contemporary educational resources.
- Many faculty have been honoured by government and private organizations for their contribution towards higher education and social work.
- Some of the **faculty members are reviewers** for Springer Nature, Nature Scientific Reports and South Asian Research Journal.
- Staff has been associated with various private & public HEIs as BoS/ academic committee members also contribute as reviewers & research supervisors.
- Vedika Bihani (Batch of 2019) has become the first Civil Servant (Indian Police Service) from the institution.
- Dino Dhankad BA I Year (NEP batch) won the **President Polo Cup 2023**.

Concluding Remarks :

Through initiatives like **Knowledge Transfer Programmes** (Lab to Land), **Nation Building**, **Environmental Responsibility**, and **Promoting Diversity** among its stakeholders, St. Xavier's College Jaipur demonstrates a firm commitment to **providing quality education**. Our strategic priority is to maximize contributions towards achieving the UN's SDGs while fostering rural community development through **SEED: Sentize, Educate, Empower, and Develop** initiatives. We express our gratitude to all our stakeholders for their partnership in our journey of progress.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.1</td><td>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Answer before DVV Verification :
Answer After DVV Verification :47
Remark : DVV has made changes as per the report shared by HEI.</td></tr>
<tr><td>1.2.2</td><td>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
Answer before DVV Verification:
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2052</td><td>795</td><td>1261</td><td>1261</td><td>1284</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1571</td><td>519</td><td>870</td><td>891</td><td>766</td></tr></table>
Remark : DVV has made changes as per the report shared by HEI.</td></tr>
<tr><td>1.4.1</td><td>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
Answer After DVV Verification: C. Feedback collected and analysed
Remark : As per the supporting data, communication with the relevant bodies not available.</td></tr>
<tr><td>2.1.2</td><td>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)
Answer before DVV Verification:
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table></td></tr>
</table>

210	225	146	187	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
178	184	133	165	149

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
411	450	317	311	323

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
411	450	317	311	323

Remark : HEI input edited as category wise admitted students should be less than or equal to student earmarked.

2.4.2 ***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	44	30	26	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	44	30	26	21

Remark : Input edited as S. Xavier and Mr. Narendra shall not be a full time teacher

3.1.1 ***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)***

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

0.72	1.5	4.56	3.5	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	1.5	4.26	00	00

Remark : Input edited as grant received for research project and endowments only will be considered.

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	9	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	06	01	00

Remark : Checked with the UGC care list, input updated accordingly.

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

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	18	28	18	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	05	05	05	06

Remark : Same ISBN number considered as one documents and also repeated number of teachers considered as one teacher, input edited accordingly.

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized***

***forums including NSS/NCC with involvement of community during the last five years*.**

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	15	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	11	4	2

Remark : Activities conducted within the campus shall not be considered.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*.**

Answer before DVV Verification :
Answer After DVV Verification :30

Remark : MoU signed with sister concern institutions not considered.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
298.68	133.58	4411.52	27.13	33.45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
294.9048	131.64	4409.96	24.53	30.41

Remark : Input edited excluding library books.

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years**

(INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
413.34	339.22	243.12	721.26	923.45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62.91	67.077	35.201	23.028	38.465

Remark : Input edited as expenditure incurred on maintenance only will be considered.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per supporting data.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
327	421	459	411	353

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
209	282	297	294	238

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
589	701	700	593	587

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
589	701	700	593	587

Remark : DVV has made changes as per the report shared by HEI.

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ 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:

2022-23	2021-22	2020-21	2019-20	2018-19
13	19	6	26	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	02	07	03

Remark : Intercollegiate certificates shall not be considered, input edited accordingly.

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	45	8	36	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	25	5	21	17

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	44	31	26	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	38	29	22	18

Remark : DVV has made changes as per the report shared by HEI.

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** ***Management Development Programmes (MDPs)*** **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	55	38	17	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	55	38	17	20

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	44	44	44

Remark : HEI input edited as Mr. Narendra is not a full time teacher. Non- teaching staff edited as per the SSR.

2.Extended Profile Deviations

<table>
<tr><td>ID</td><td>Extended Questions</td></tr>
<tr><td>1.1</td><td>Number of teaching staff / full time teachers during the last five years (Without repeat count):
Answer before DVV Verification : 80
Answer after DVV Verification : 75</td></tr>
<tr><td>1.2</td><td>Number of teaching staff / full time teachers year wise during the last five years

Answer before DVV Verification:<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>58</td><td>48</td><td>35</td><td>32</td><td>27</td></tr></table>
Answer After DVV Verification:<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>53</td><td>48</td><td>35</td><td>32</td><td>27</td></tr></table></td></tr>
</table>