



Through rigorous and independent data collection and analysis against performance metrics as set out in the methodology,
QS I-GAUGE awards



Jaipur, Rajasthan



A handwritten signature in black ink.

Dr Ashwin Fernandes
Chairperson

A handwritten signature in black ink.

Ravin Nair
Managing Director

QS I-GAUGE is a nationwide rating system for universities, colleges, and schools in India. It provides academic institutions with a roadmap to effectively benchmark their performance with reference to key indicators and further lay down developmental strategies for upgrading their educational services.

Issued On: 26.03.2026

Valid Thru: 26.03.2028



I-GAUGE



Teaching and Learning



Faculty Quality



Employability



Diversity and Accessibility



Facilities



Social Responsibility



Governance and Structure



Arts and Culture



Entrepreneurship



Research



Innovation



Internationalisation



Academic Development

INSTITUTIONAL SCORECARD

ST. XAVIER'S COLLEGE

Jaipur, Rajasthan

2026-2028



I-GAUGE

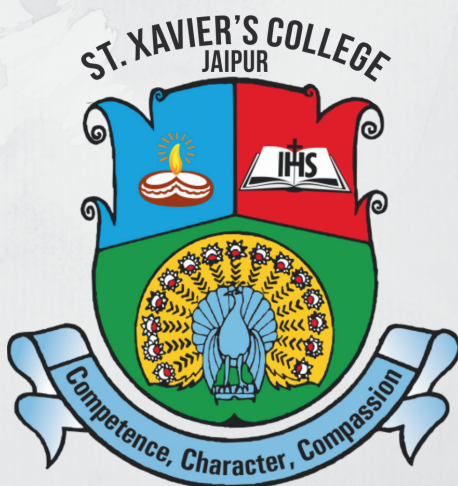
INSTITUTIONAL SCORECARD

GOLD



I-GAUGE

INDIAN COLLEGE RATINGS



Jaipur, Rajasthan

2026-2028

License Valid Till: 26.03.2028

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INTRODUCTION

The Institutional Scorecard is an extensive representation of the results of the respective institute following the QS I-GAUGE audit. The audit has been customised to highlight the uniqueness of the Indian higher education system. The objective is to evaluate the performance of the institute across a wide range of criteria related to the system and structure of higher education in India and identify areas of excellence. The institute is awarded an overall rating badge and category-wise badges that reflect the audit outcomes.

The QS I-GAUGE rating system evaluates the institute's individual performance in different aspects that have been categorised as primary and secondary. Primary criteria include parameters that are expected to be significant to the functioning of every institute offering higher education in India. Secondary criteria include a range of parameters that provide an option for institutes to select indicators in the audit, with the exception of Research, which is mandatory for Universities.

Therefore, ratings are not dependent on the performance of other institutes. Rating outcomes relate to an individual institute's performance. On the other hand, a ranking system is an overall comparative analysis of all the higher education bodies within the country from all perspectives.

Further Assistance

In case of any further assistance needed to interpret the content of this report or any queries, please contact the QS I-GAUGE office. To report any anomalies detected in this report, please send an email to support@igauge.in.

QS I-GAUGE welcomes feedback and suggestions from our clients. Our objective is to constantly improve our services. Therefore, please feel free to communicate your suggestions.

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Publication Date: 26.03.2026



TEACHING & LEARNING

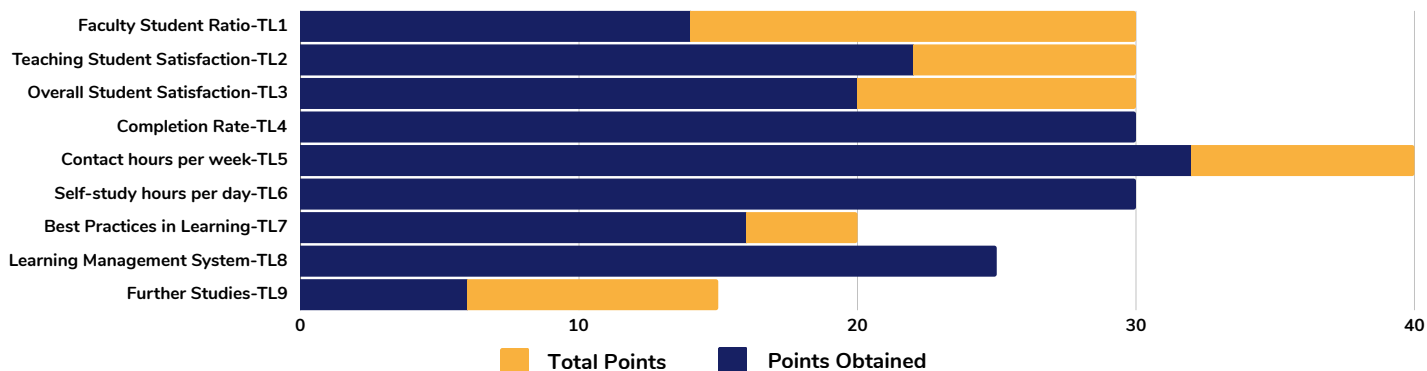
DIAMOND

195/250
Points

Classroom-based teaching and learning engagements form the core building blocks of an institute of higher learning. The indicators described below focus on these activities to measure institute's performance against fixed thresholds set for the institute.

Indicator	Points
TL1: Faculty Student Ratio Ratio of the number of teaching staff to that of students	(14/30)
TL2: Teaching Student Satisfaction Proportion of students expressing satisfaction with teaching in the institute	(22/30)
TL3: Overall Student Satisfaction Proportion of students satisfied with the institute	(20/30)
TL4: Completion Rate Proportion of students successfully graduated in the last convocation, as against the initial enrolment in the cohort	(30/30)
TL5: Contact Hours Per Week Student engagement on campus for mandatory teaching-learning activities, based on hours per week	(32/40)
TL6: Self-Study Hours Per Day Additional learning hours spent by students	(30/30)
TL7: Best Practices in Learning Provision for a mentor-mentee programme, and remedial support for learning	(16/20)
TL8: Learning Management System Availability and use of online learning management system	(25/25)
TL9: Further Studies Proportion of students going for further studies	(06/15)

Institution's Performance in Teaching & Learning

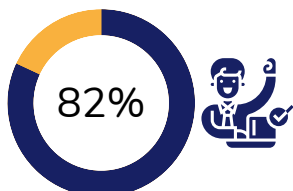




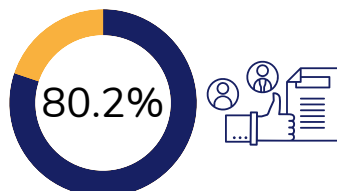
TEACHING & LEARNING

DIAMOND

Satisfaction Level in Teaching & Learning



Student Satisfaction
with Teaching



Overall Student
Satisfaction

Faculty Student Ratio **1:38**

Completion Rate



Contact Hours/week **23.04**

Self Study Hours/day **1**

Institution's Teaching & Learning Activities

Best Practices

Not Opted



Interactive Teaching



Mentor-Mentee

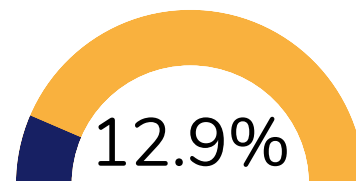


Peer Group Learning/Remedial
Support

Learning Management System

Class attendance	✓	Course creation	✓
Time table	✓	Course delivery	✓
Feedback mechanism	✓	Assessment	✓
Student progress tracker	✓		

Further Studies



Performance Overview and Recommendations

St. Xavier's College, Jaipur, has demonstrated outstanding performance in the Teaching and Learning criteria. However, the faculty-student ratio of 1:38 indicates scope for enhancing personalised academic attention. Student survey responses reflect generally positive satisfaction levels, though there remains room for improvement. The graduation rate of 90.8% is commendable, while the average of 23.04 weekly contact hours suggests relatively limited academic engagement. In contrast, students' self-study hours are noteworthy. The mentor-mentee programme emerges as a key strength of the institute. However, there is an opportunity to further strengthen collaborative learning by formalising structured peer learning mechanisms. The institute has an established Learning Management System (LMS) that positively supports academic delivery and the overall learning ecosystem. Additionally, the current progression rate to further studies (12.9%) suggests potential for enhancement. The institute may consider implementing initiatives to encourage students to pursue higher education and advanced academic pathways.



FACULTY QUALITY

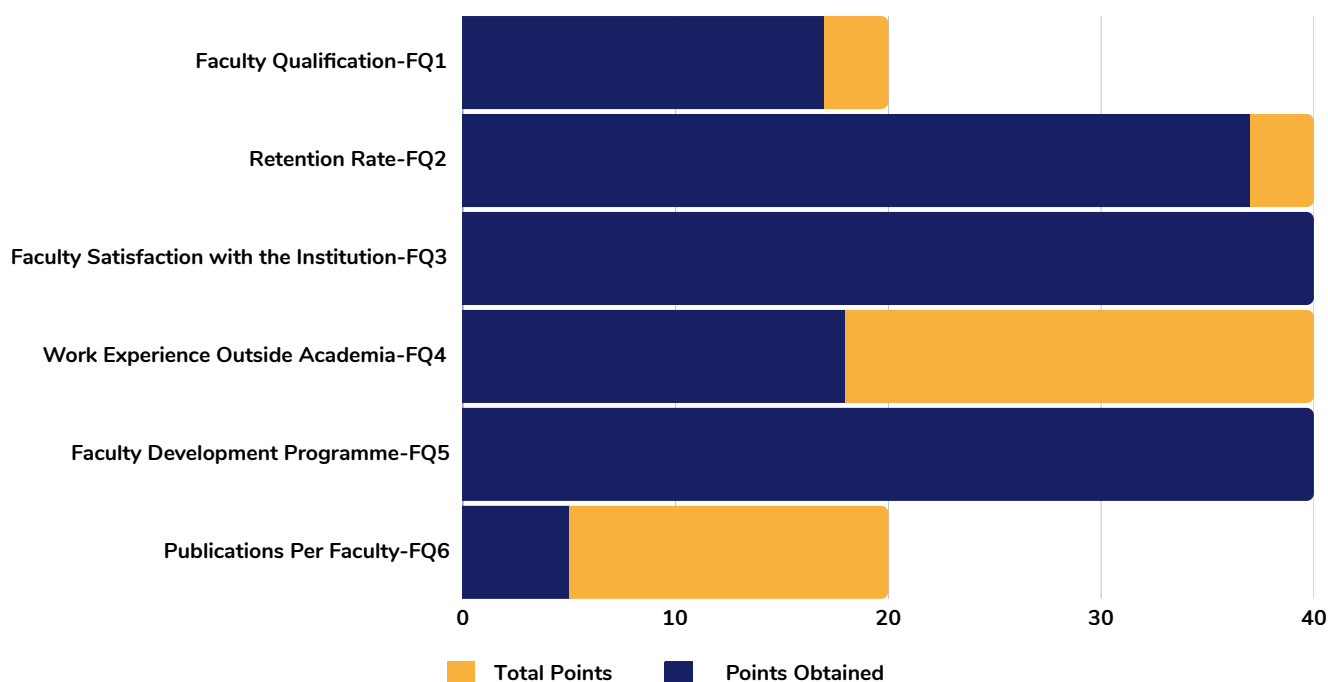
DIAMOND

157/200
Points

An institute's progress relies significantly on the competence and commitment of its teaching staff. The set of indicators described below attempt capturing this through quantified measurements.

Indicator	Points
FQ1: Faculty Qualification 100% Faculty with a recognised PhD or equivalent terminal degree, and Faculties with Intl. PhD	(17/20)
FQ2: Retention Rate Proportion of faculty working in the institute for over 3 years.	(37/40)
FQ3: Faculty Satisfaction with the Institution Proportion of faculty expressing satisfaction as an employee at the institute	(40/40)
FQ4: Work Experience Outside Academia Proportion of faculty with at least two years long part-time or full-time experience in external non- academic organisation	(18/40)
FQ5: Faculty Development Programme Proportion of faculty with advanced training in pedagogy	(40/40)
FQ6: Publications Per Faculty Number of publications per faculty member on Scopus	(05/20)

Institution's Performance in Faculty Quality





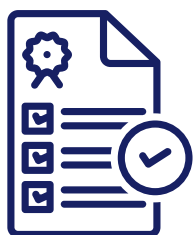
FACULTY QUALITY

DIAMOND

Faculty's Qualification

Colleges  100% Faculty with Master's or Post-Graduate degree Qualification

University  100% of faculty with PhD or equivalent terminal degree

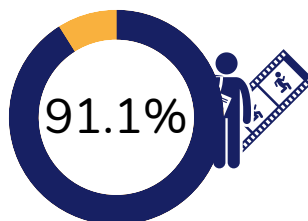


Number of faculty with International PhD

1



Retention Rate



Faculty Satisfaction with Institution



Faculty Development Programme



Work Experience Outside Academia

Not Considered



External Exposure as Part of Academia

0.76

Publications Per Faculty

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown outstanding performance in the Faculty Quality criteria. The institute demonstrates a strong academic foundation, with all faculty members holding a Master's degree, which is commendable. The inclusion of faculty with internationally recognised PhDs would further enhance academic rigour and global exposure. Faculty stakeholders report high levels of satisfaction, reflecting a positive institutional environment. The current faculty retention rate of 68.63% indicates scope for strengthening long-term faculty engagement and stability. The institute has about 33% of its faculty with external experience outside academia to showcase industry requirements in relation to academic outcomes; however, there is scope to increase the number of faculty with such experience. The achievement of 100% faculty participation in Faculty Development Programmes (FDPs) reflects a strong commitment to continuous professional development. Additionally, an average of 0.76 SCOPUS-indexed publications per faculty member suggests potential to further strengthen research output and scholarly contributions.



EMPLOYABILITY

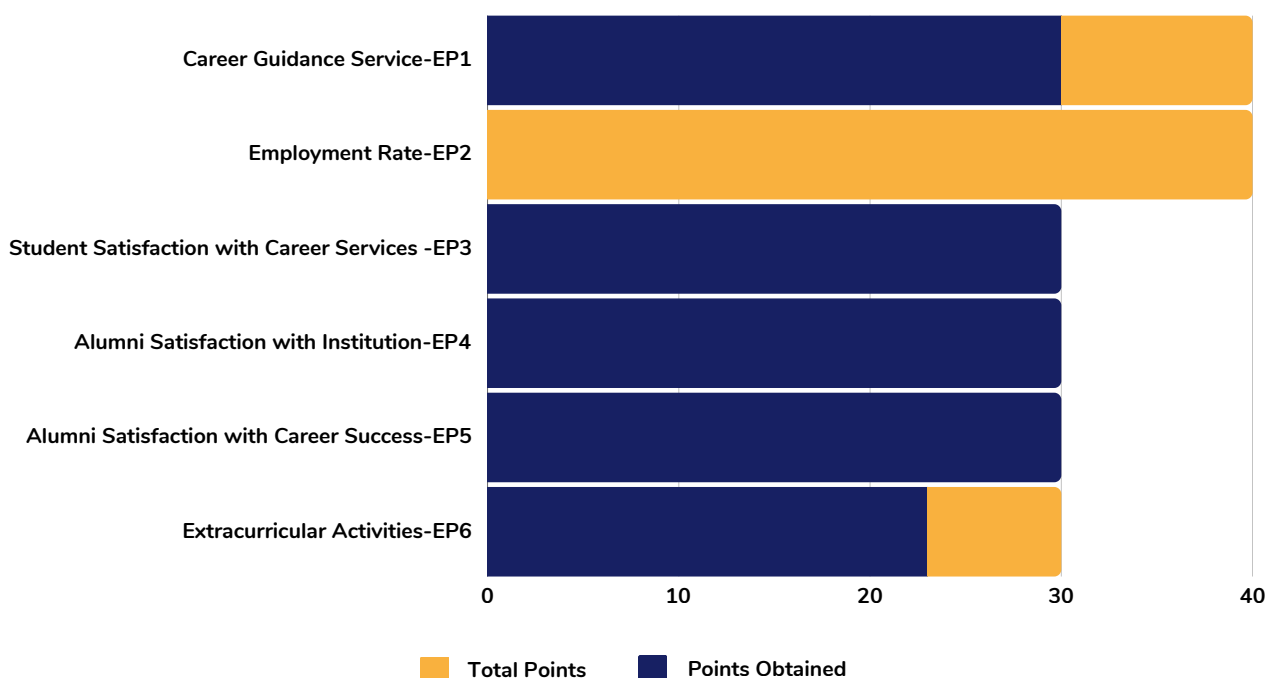
GOLD

143/200
Points

An institute of higher learning is identified not only by its academic engagements, but also its contribution to the job market.

Indicator	Points
EP1: Career Guidance Service Availability of career advisors on campus	(30/40)
EP2: Employment Rate Proportion of graduates who secured a job within a year	(00/40)
EP3: Student Satisfaction with Career Services Proportion of students satisfied with on-campus career guidance services	(30/30)
EP4: Alumni Satisfaction with Institution Proportion of alumni expressing satisfaction with the institute	(30/30)
EP5: Alumni Satisfaction with Career Success Proportion of alumni expressing satisfaction with their career	(30/30)
EP6: Extracurricular Activities Proportion of student-run societies or clubs on campus	(23/30)

Institution's Performance in Employability





EMPLOYABILITY

GOLD

Campus Employer Presence

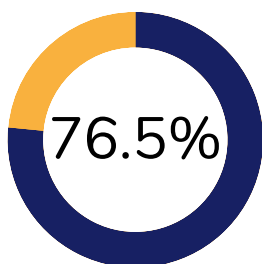


Not Opted

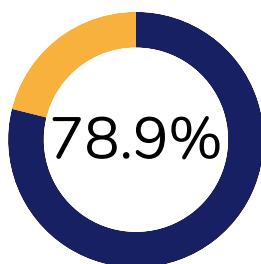
Career Counselling Services

- ✓ Number of full-time/part-time career counsellors
- ✓ Presence of Career Development Cell
- ✓ Number of interview/training/CV writing workshops
- ✓ Facilitating online career portal with access to jobs
- ✗ Campus Career Fair

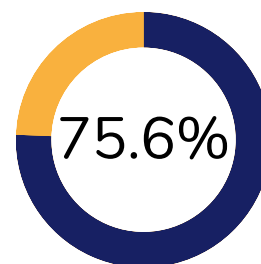
Satisfaction Level in Career Services



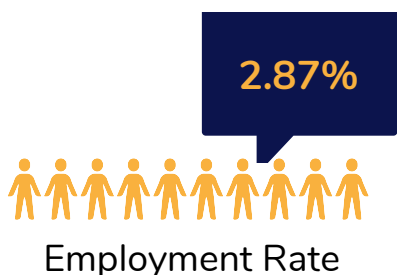
Student Satisfaction with career services



Alumni Satisfaction with the Institution



Alumni Satisfaction with career success



Employment Rate



Extracurricular Activities

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown good performance in the Employability criteria. The institute has established foundational support for student career guidance through the presence of a career counsellor, the conduct of career-related workshops, and the availability of an online career portal. There is, however, scope to further strengthen structured career facilitation mechanisms, such as organising career fairs to enhance employer interaction and opportunities. Student satisfaction with career services, along with alumni satisfaction regarding the institute and their professional progression, is positive, though there remains room for further improvement. The employment rate of 2.87% is a matter of concern and highlights the need for closer tracking and strengthening of placement outcomes. Maintaining comprehensive records of employment offers for each graduating cohort would further enhance outcome monitoring. Additionally, student participation in extracurricular clubs stands at 25.20%, indicating an opportunity to encourage greater involvement in co-curricular activities to support holistic student development.



DIVERSITY & ACCESSIBILITY

SILVER

63/150
Points

Presence of inclusive and diverse cohorts fosters the growth of higher education institutes. The assessment parameter include faculty diversity which is measured based on their regional identity and participation in scholarly activities abroad. The diverse and rich experience of faculty enhances academic development in the institute.

Indicator

Points

DA1: Out of State Students

(04/25)

Proportion of students from States/ Union Territories other than that of the institute

DA2: International Diversity

(00/20)

Proportion of nationalities represented by the total number of students & faculty on campus

DA3: National Diversity for Students

(20/20)

Proportion of States/ Union Territories represented by the total number of students on campus

DA4: Expenditure on Scholarships and Bursaries

(15/15)

Proportion of revenue spent on funds for non-refundable student scholarships

DA5: Student Scholarships/Fee waiver

(05/10)

Proportion of students whose tuition fees is fully/partially covered by the institute in the form of scholarships/fee waiver

DA6: Differently Abled

(00/20)

Proportion of differently abled students on campus

DA7: Gender Ratio

(07/20)

Proportion of Student & Faculty Gender ratio on campus

DA8: Financial Equality

(10/10)

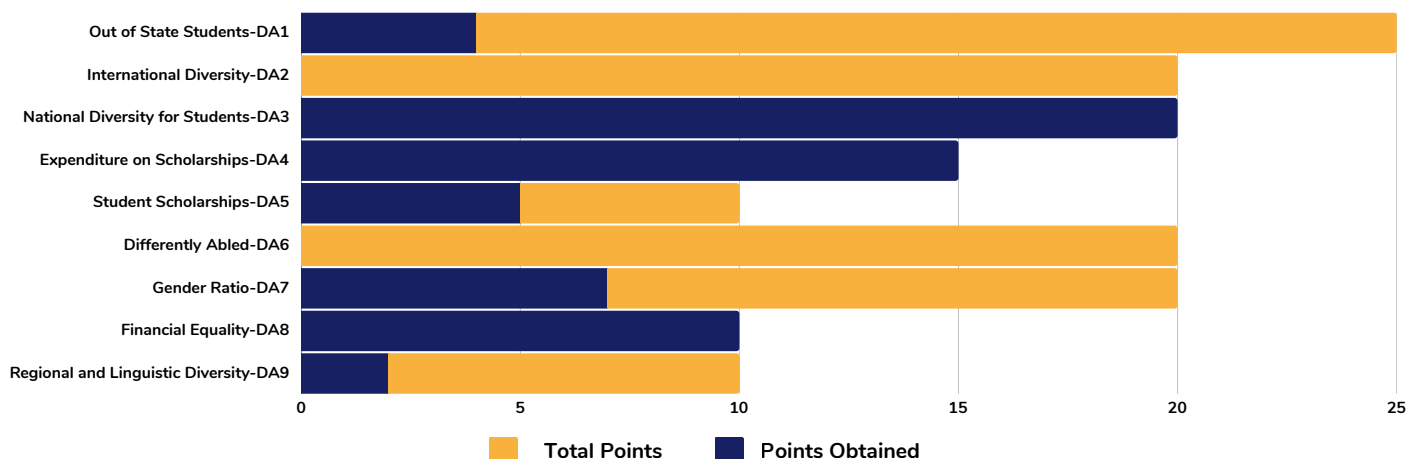
Contribution by the institute as financial support to its students in the form of scholarships

DA9: Regional and Linguistic Diversity of Faculty

(02/10)

Regional & Linguistic diversity - States & Union Territories represented and Distinct languages spoken on Campus

Institution's Performance in Diversity & Accessibility





DIVERSITY & ACCESSIBILITY

SILVER

Out of State Students


4.17%

International Diversity

Total number of nationalities represented by students on campus

00

Total number of nationalities represented by faculty on campus

00


National Diversity for students

15

Total number of states/union territories represented by students



Not Considered

Diversity of students within the State

NA

Total number of districts represented by students



Expenditure on Scholarships and Bursaries



Student Scholarships/Fee Waiver



Differently Abled

Differently abled students



Policy Accommodating the Differently Abled Student



Gender Ratio

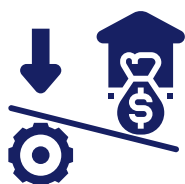
Female Student

36%

Female Faculty

71%

Financial Equality



Regional and Linguistic Diversity

Number of States Represented by Faculty

06

Number of Distinct Languages spoken by Faculty

06

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown moderate performance in the Diversity and Accessibility criteria. The institute accommodates 4.17% of students from over 15 states and Union Territories, reflecting moderate national representation. There is, however, scope to further enhance both national and international student diversity. The presence of a structured policy for scholarships and bursaries, along with systematic financial documentation and award tracking, indicates a commitment to transparency and equity. Expanding fee-waiver provisions, particularly for merit-based scholarships, could further improve accessibility. Support for differently-abled students requires greater inclusivity, and adopting a more strategic approach to their enrolment and support systems would enhance overall inclusivity outcomes. Additionally, the institute may consider strengthening faculty diversity in terms of state representation and linguistic diversity, while also working towards a more balanced gender ratio among students and faculty stakeholders.



FACILITIES

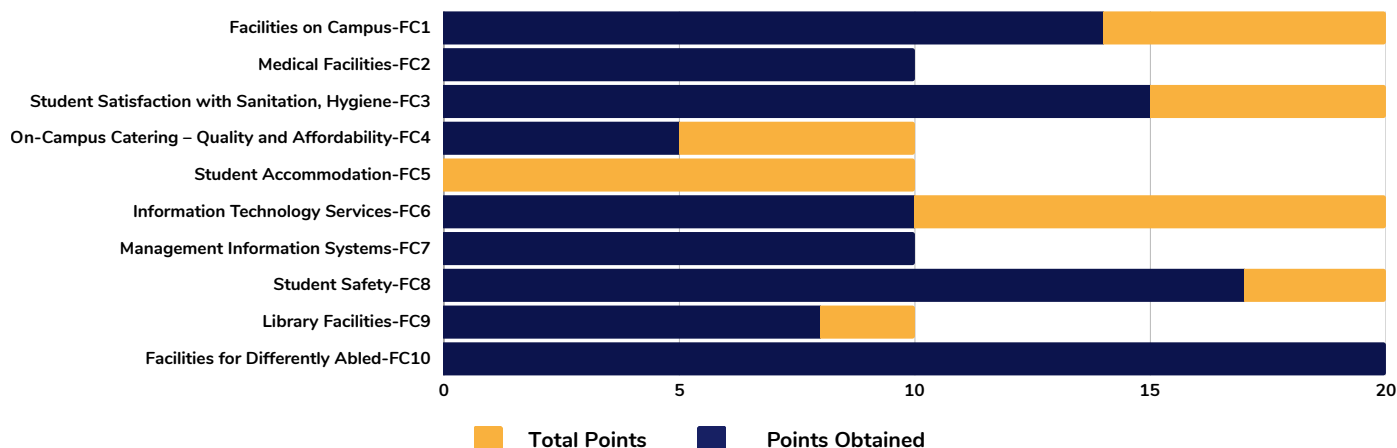
GOLD

109/150
Points

It is essential that an institute makes adequate infrastructural and functional provisions to aid the overall experience of students and faculty on the campus.

Indicator	Points
FC1: Facilities on Campus Availability of facilities on campus	(14/20)
FC2: Medical Facilities Access to a clinic or hospital and availability of medical staff	(10/10)
FC3: Student Satisfaction with Sanitation, Hygiene, and Infrastructure Proportion of student satisfaction with sanitation, hygiene, and infrastructure facilities on campus	(15/20)
FC4: On-Campus Catering – Quality and Affordability Proportion of student satisfaction with food quality and affordability of food prices on campus	(05/10)
FC5: Student Accommodation Provision of rooms or beds or rooms available on campus for student stay	(00/10)
FC6: Information Technology Services Availability and usability of WiFi on campus	(10/20)
FC7: Management Information Systems Availability and use of online systems for admission, fee-payment etc.	(10/10)
FC8: Student Safety Proportion of student responses indicating they feel safe and secure on campus without time and mobility constraints	(17/20)
FC9: Library Facilities Proportion of student and faculty responses indicating contentment with the library services	(08/10)
FC10: Facilities for Differently Abled Presence of infrastructure facilities for differently abled on campus	(20/20)

Institution's Performance in Facilities





FACILITIES

GOLD

Facilities on Campus

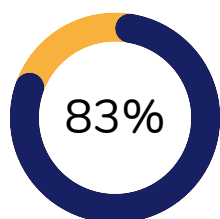
Swimming Pool	✗	Full-Time Sports Coach	✓
Fitness Gym	✓	Mess/Canteen	✓
Indoor Sporting	✓	Recreation Room/Safe Assembly Area	✓
Outdoor Sporting	✓	Faculty Accommodation	✗
Synthetic Track	✗	Bank/ATM	✓

Medical Facilities

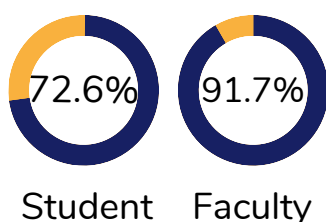
✓	✓
Medical Centre & Staff	Ambulance

Satisfaction Level

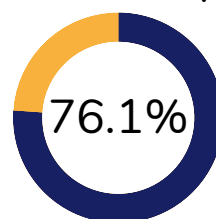
Sanitation, Hygiene and Infrastructure



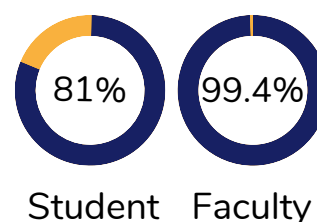
Information Technology Services



On-campus Catering Quality and Affordability



Library Facilities



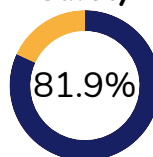
Student Accommodation



Management Information Systems



Student Safety



Facilities for Differently abled

Ramps	✓
Railings	✓
Special Toilets	✓
Visual-Aid Centre	✓
User -Friendly Lift	✓

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown good performance in the Facilities criteria. The institute offers a broad range of on-campus amenities, including a gym, indoor and outdoor sports facilities with dedicated coaches, a mess/canteen, a recreation room, an ATM, and a functional medical facility. Anti-ragging and anti-sexual harassment committees are in place and active. Faculty stakeholders reported satisfaction with library resources, while students' satisfaction is lower. The student and faculty stakeholders have expressed satisfaction with sanitation, Wi-Fi access, catering quality, affordability, and the standard of food services. The institute ensures the safety and well-being of its campus community through an efficient management information system. The availability of on-campus accommodation is limited, with insufficient bed capacity to adequately meet student needs, indicating scope for improvement. Facilities for students with disabilities are commendable, reflecting efforts to support diverse needs. There remains potential to further enhance overall satisfaction through strengthening additional infrastructure, such as faculty accommodation and expanded sports facilities, including a swimming pool and synthetic athletic track.



SOCIAL RESPONSIBILITY

GOLD

110/150
Points

It is the responsibility of the institute to engage students in community development activities and contribute to sustainable development including health and welfare of the society.

Indicator

Points

SR1: Mechanisms/Systems for Social Involvement

(30/30)

Students actively participating in NCC, NSS, Red Cross and Eco Club

SR2: Community Outreach Activities

(30/30)

Participation in NCC, NSS activities, based on hours spent

SR3: Recognition for Social Development

(00/30)

Accolades received for social work or developmental activities by the institute

SR4: Environmental Impact

(50/50)

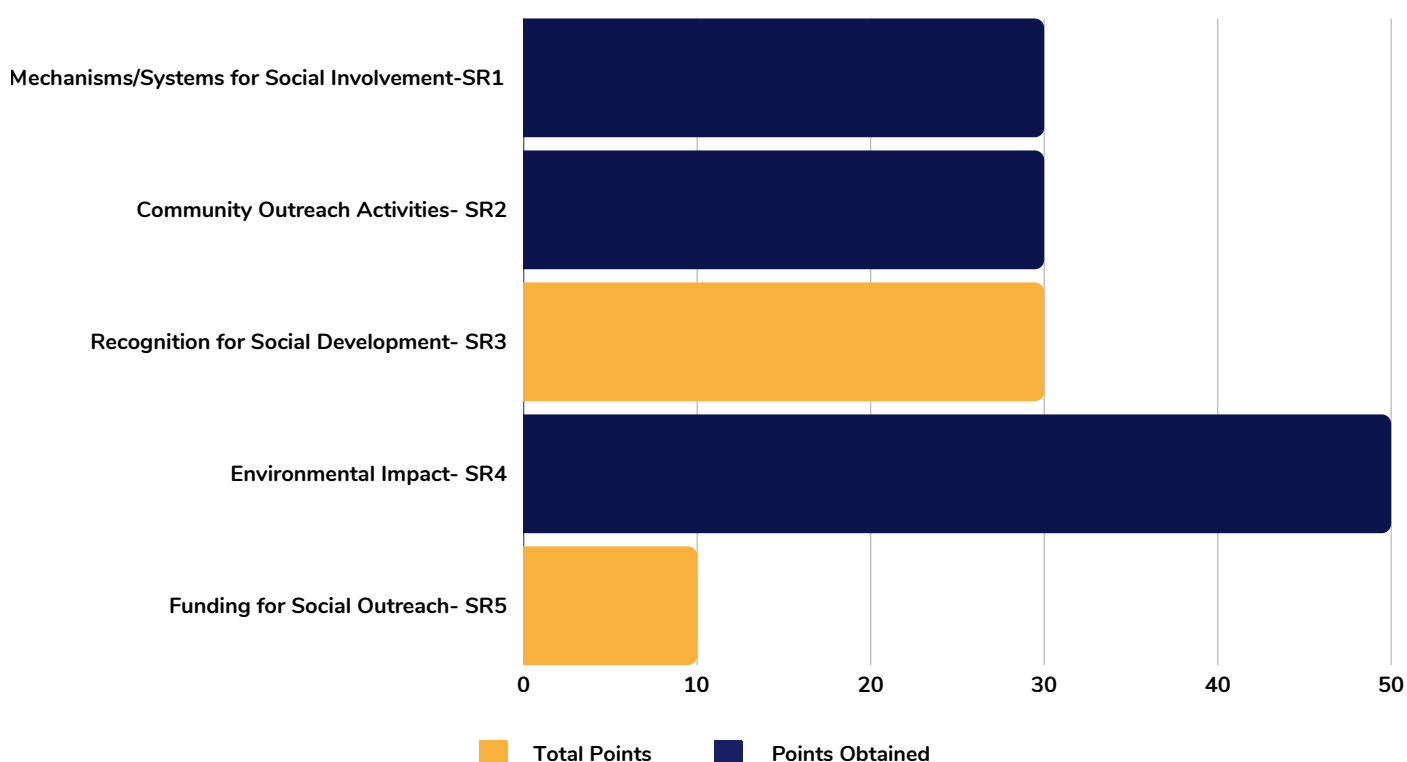
Presence of institutal policies for the protection of environment

SR5: Funding for Social Outreach

(00/10)

Funding by the institute on community/charity work towards social responsibility

Institution's Performance in Social Responsibility





SOCIAL RESPONSIBILITY

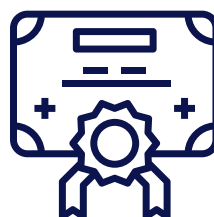
GOLD



Mechanisms for
Social Involvement



Community Outreach
Activites



Recognition for
Social Development

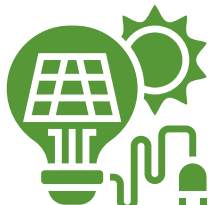


Funding for
Social outreach

Environmental Impact



Sustainable
Campus



Energy
Conservation



Water
Conservation



Eco
Transportation



Recycling of
Waste

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown good performance in Social Responsibility. More than 10% of students participate in socially engaging clubs and are actively involved in community outreach initiatives, reflecting a positive culture of social responsibility that is encouraged to be sustained. The institute is recommended to further strengthen its focus on social development by expanding community engagement and charitable initiatives, along with establishing formal recognition mechanisms for such contributions. Environmental sustainability efforts are evident through initiatives in energy conservation, water management, sustainable transportation, recycling practices, and the attainment of a Green Audit certification from internationally accredited agencies. Enhanced investment and systematic documentation of these initiatives would further reinforce the institute's contribution to community development and promote a stronger culture of social awareness and responsible citizenship.



GOVERNANCE & STRUCTURE

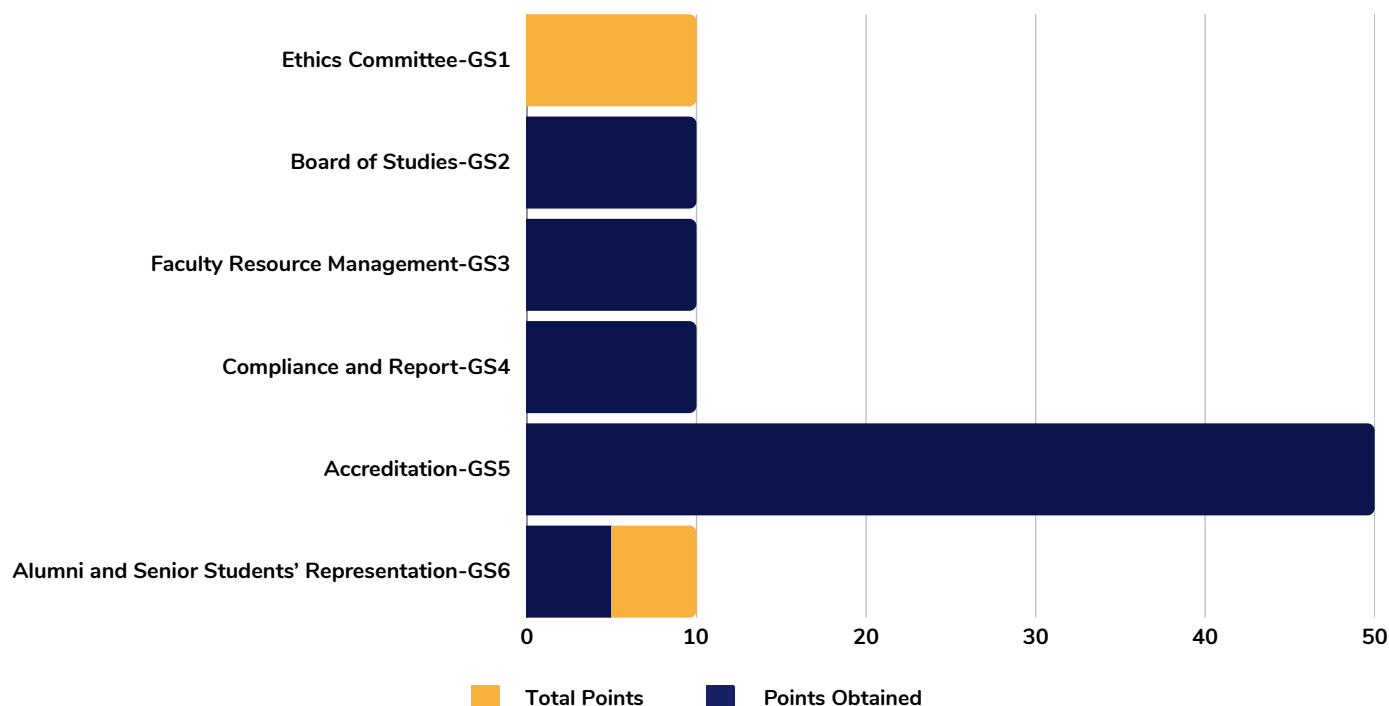
DIAMOND

85/100
Points

Governance & structure defines the rules and processes that are required for institutes to function effectively. This framework is important as it demonstrates a model that institutes should follow.

Indicator	Points
GS1: Ethics Committee To review research proposals, Ph.D. dissertations, innovations, ideas, and institutual publications	(00/10)
GS2: Board of Studies Presence of institutual board of studies and policies pertaining to curriculum development	(10/10)
GS3: Faculty Resource Management Policies pertaining to faculty resource	(10/10)
GS4: Compliance and Report Presence of institutual code of conduct policies with the institute development plan	(10/10)
GS5: Accreditation Accreditation received by the institute from National and/or international agencies	(50/50)
GS6: Alumni and Senior Students' Representation Participation of alumni & senior students as a part of institutual governance	(05/10)

Institution's Performance in Governance & Structure





GOVERNANCE & STRUCTURE

DIAMOND

Ethics Committee



Board of Studies

 Presence of Board of Studies 

 Policy on Teaching Enhancement and Curriculum Development 

 Policy on Faculty participation in the Board of Studies 

Accreditation



Faculty Resource Management

 Faculty Recruitment 

 Faculty Appraisal/Promotion 

Student Participation in Institutional Governance

 Alumni 

 Senior Student 


Compliance and Report

 Code of Conduct Policy 

 Publication of Annual Report 

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown outstanding performance in the Governance & Structure criteria. The institute currently lacks an active ethics committee; it is recommended that one be established to oversee research proposals, PhD dissertations, innovations, and institutional publications, thereby strengthening structured academic governance. The presence of a Board of Studies (BoS), along with established mechanisms for teaching enhancement and curriculum development, is commendable. A comprehensive code of conduct for students, faculty, and administrative staff is in place, supported by well-defined policies on faculty recruitment, appraisal, and promotion. The institute holds an active NAAC accreditation, and the availability of an annual report has been verified; continued consistency in its publication is encouraged. Alumni representation in governing body meetings is a positive practice, and the institute may further consider including senior student representation to enhance participatory governance.

ADVANCED CRITERIA

For an institute to aspire to being truly world-class, its mission and its impact must extend further than the basics. This selection of criteria looks at important factors that a institute with a solid foundation in the core criteria might target to advance to a higher level of performance and recognition.

We are aware of the fact that there are variations amongst the institutes across the country in many aspects and the parameters used in this section are instrumental in bringing out that difference at a micro level. A study like this is the key to the distinction of QS I-GAUGE from other co-existing rating systems. Here an institute gets to tailor its evaluation based on its specialities or fortes. Unlike many rating systems that apply the same criteria to all institutes, here the measurement index have been customized to meet the requirement and specifications of institutes operating in a diverse range of education. This way, art schools will not be measured for technology transfer and engineering colleges will not be measured on their contribution to the arts. Specialist institutes will be evaluated on the two advanced categories areas most relevant to them. Comprehensive universities will be evaluated on their two areas of greatest strength and the country's most ambitious institutes may choose to be evaluated in all categories, but only the top two areas will be taken into towards their overall QS I-GAUGE rating. The advanced categories include:



ARTS & CULTURE



INNOVATION



ENTREPRENEURSHIP



INTERNATIONALISATION



RESEARCH



ACADEMIC DEVELOPMENT

The highlighted categories are those included in the QS I-GAUGE evaluation for St. Xavier's College, Jaipur, Rajasthan. A detailed explanation of the selected categories is provided on the subsequent pages. For details of what is featured in the other categories, please visit the QS I-GAUGE website (www.igauge.in) or contact your QS I-GAUGE analyst.



ENTREPRENEURSHIP

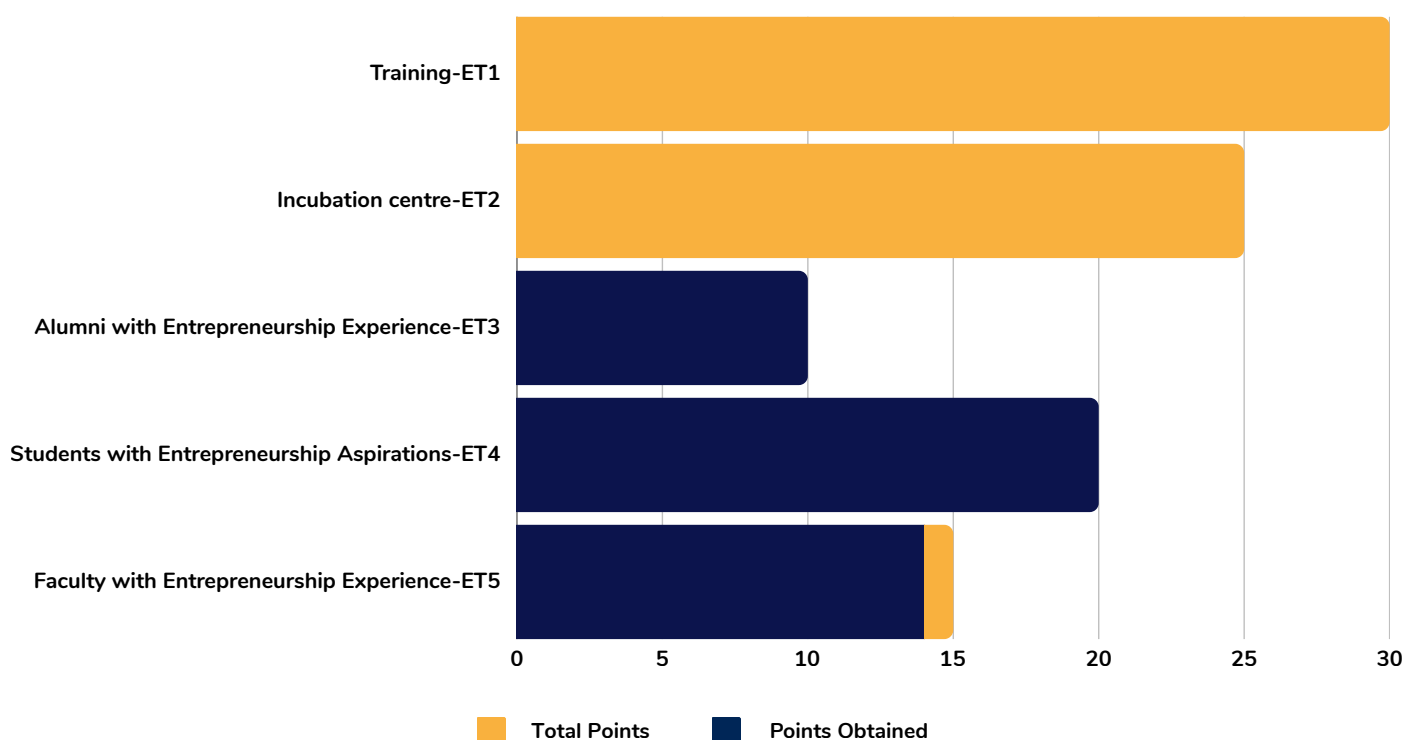
SILVER

44/100
Points

Higher education institutions not only create employable youth for the industry, but also shape new initiatives in business and development. The set of indicators in entrepreneurship measure the institution's efforts in this direction.

Indicator	Points
ET1: Training Provisions made by institution to train the students as entrepreneurs	(00/30)
ET2: Incubation centre Setting up of business incubation centre for promoting entrepreneurship idea/ventures	(00/25)
ET3: Alumni with Entrepreneurship Experience Recent graduates from the institution, who have their own start-ups	(10/10)
ET4: Students with Entrepreneurship Aspirations Current students, who aspire to become entrepreneurs	(20/20)
ET5: Faculty with Entrepreneurship Experience Faculty having their own start-ups	(14/15)

Institution's Performance in Entrepreneurship





ENTREPRENEURSHIP

SILVER

Training



Students who Completed
Entrepreneurship Training
Course

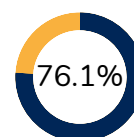
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Entrepreneurship Experience

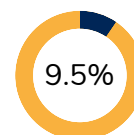
Alumni with
entrepreneurship
experience



Students with
Entrepreneurship
Aspirations



Faculty with
Entrepreneurship
Experience



Incubation centre



Business Incubation Centre



Seed funding for Incubation
centre



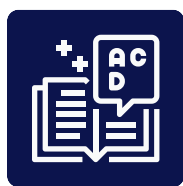
Business Ideas Incubated

0

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown moderate performance in the Entrepreneurship advanced criteria. The institute reports that 55.9% of its alumni and 9.5% of its faculty have entrepreneurial experience, while 76.1% of its students demonstrate entrepreneurial aspirations. This reflects a positive entrepreneurial culture with scope for further strengthening.

The institute is encouraged to take targeted measures to inspire and support stakeholders in pursuing entrepreneurship, including introducing certified training programmes. It is also recommended to establish an incubation centre, supported by seed funding mechanisms, to promote the development and incubation of innovative ideas among its direct and indirect stakeholders.



ACADEMIC DEVELOPMENT

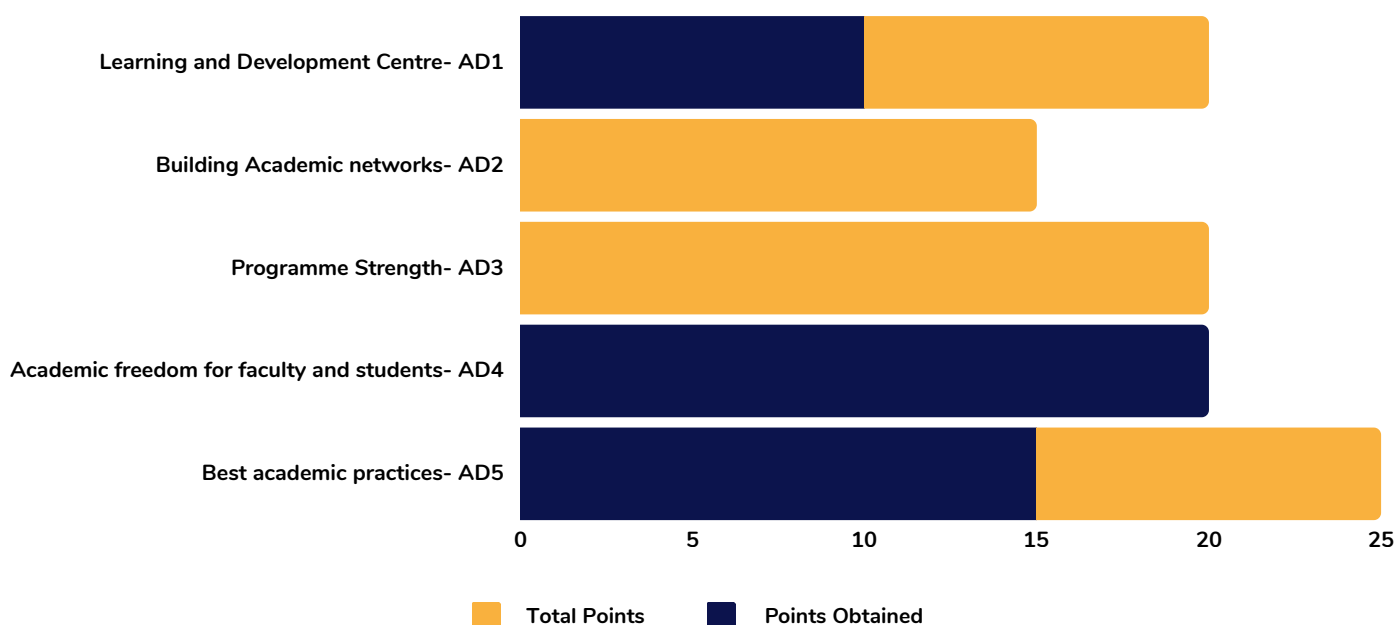
SILVER

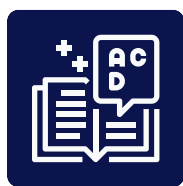
45/100
Points

The academic development comprises of activities focused on enhancing all dimensions of teaching and learning. The indicators described below focus on these activities and measure their performance against defined thresholds.

Indicator	Points
AD1: Learning and Development Centre Functional Centre for Continuous Professional Development for teachers, frequent faculty development activities, certifications and technology-enabled training for faculty.	(10/20)
AD2: Building Academic networks Institution being a recognised member of University/College academic network	(00/15)
AD3: Programme Strength Number of completed applications against total available seats in the last enrolment.	(00/20)
AD4: Academic freedom for faculty and students Academic freedom for faculty and students through institute policies encouraging students and faculty to engage in intellectual debate without fear of bias/ discrimination/ censorship	(20/20)
AD5: Best academic practices Educational policies/workshops to integrate essential skills on the importance of academic integrity, plagiarism and to increase academic engagements	(15/25)

Institution's Overall Performance in Academic Development

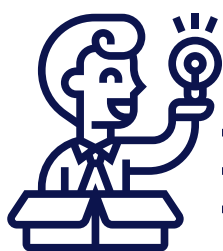




ACADEMIC DEVELOPMENT

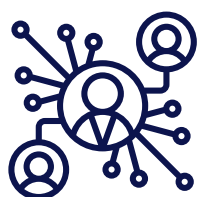
SILVER

Learning and Development Centre



- Presence of Learning and Development Centre ✓
- Continuous Learning/Training Programmes for faculty ✗
- Implementation of Teaching, Learning and Feedback Questionnaire ✓
- Faculty Development Workshops based on TLFQ ✗

Building Academic Networks



- International Level ✗
- National Level ✗
- Local/State Level ✗

Programme Strength

Applications received against
available seats

0.89

Best academic practices



Academic Freedom for Faculty and Students



- Engage in intellectual debate without fear of censorship ✓
- Pursue pedagogical methodology ✓
- Choose the courses of delivery or study ✓
- Disagree with administrative policies and proposal ✓
- Determine the mode of course delivery and assessment ✓

Performance Overview and Recommendations

St. Xavier's College, Jaipur, has shown moderate performance in the Academic Development Advanced criteria. The institute has established an LDC centre; however, there is a need to strengthen faculty training programmes. The conduct of Teaching–Learning Feedback Questionnaire (TLFQ) processes is appreciated, and the institute is encouraged to organise structured workshops based on TLFQ insights, ensuring systematic follow-up and continuous improvement. There is scope to enhance engagement in academic networks at the state, national, and international levels. The existing mechanism for tracking applications per available seat is noteworthy; however, efforts may be directed towards increasing the application-to-seat ratio. Survey responses indicate the presence of academic freedom among faculty and students, supported by established measures for academic integrity. Regular course revisions, access to e-resources, and strategies to enhance academic engagement are in place. The institute is further encouraged to conduct workshops on plagiarism awareness and strengthen policies related to academic integrity.

INDICATOR WISE OVERALL SUMMARY

INDICATOR	MAXIMUM POINTS	AWARDED POINTS	AWARDED BADGE
 Teaching and Learning	250	195	DIAMOND
 Faculty Quality	200	157	DIAMOND
 Employability	200	143	GOLD
 Diversity and Accessibility	150	63	SILVER
 Facilities	150	109	GOLD
 Social Responsibility	150	110	GOLD
 Governance and Structure	100	85	DIAMOND
 Arts and Culture	100	NOT OPTED	
 Entrepreneurship	100	44	SILVER
 Research	100	NOT OPTED	
 Innovation	100	NOT OPTED	
 Internationalisation	100	NOT OPTED	
 Academic Development	100	45	SILVER
OVERALL	1400	951	GOLD

CONCLUSION



St. Xavier's College, Jaipur, has achieved commendable results in the audit, earning a **GOLD** rating with a score of **951** points.

The institute has shown outstanding performance in the following criteria:

- Teaching & Learning
- Faculty Quality
- Governance & Structure

The institute has shown good performance in the following criteria:

- Employability
- Facilities
- Social Responsibility

The institute is recommended to improve its performance in the following criteria:

- Diversity & Accessibility
- Entrepreneurship
- Academic Development

The institute's team's efforts in data organisation were remarkable and played a crucial role in the successful completion of the audit.

Pathway to Excellence





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