



Yearly Status Report - 2015-2016

Part A

Data of the Institution

1. Name of the Institution		St. Xavier's College of Education Ambikapur
Name of the head of the Institution		Fr. Jerome Minj
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		07774230338
Mobile no.		9406130889
Registered Email		xavierambikapur@gmail.com
Alternate Email		tiggasushild@gmail.com
Address		P.O. Ambikapur, Fundurdihari Dt. Surguja (Chhattisgarh)
City/Town		Ambikapur
State/UT		Chhattisgarh
Pincode		497001

2. Institutional Status	
Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	Self financed
Name of the IQAC co-ordinator/Director	Mr. Sushil Tigga
Phone no/Alternate Phone no.	07774230338
Mobile no.	9294512372
Registered Email	xavierambikapurnaac@gmail.com
Alternate Email	tiggasushild@gmail.com

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	https://stxavierscollege.co.in
4. Whether Academic Calendar prepared during the year	Yes
if yes, whether it is uploaded in the institutional website: Weblink :	https://stxavierscollege.co.in/wp-content/uploads/2022/05/Calender-2015-16.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.36	2015	01-May-2015	30-Apr-2020

6. Date of Establishment of IQAC	15-Jun-2015
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Best out of Waste Competition	19-Sep-2015 1	94

Henosis Two Days Seminar at XIDAS Jabalpur	12-Oct-2016 2	7
Christmas Gathering with special children at Asha Nikunj School	22-Dec-2015 1	102
Skit Competition	21-Jan-2016 1	102
Orientation programme for freshers	12-Aug-2015 2	72
Workshop on Art of Communication and Research Methodology	24-Aug-2015 3	77
Oath Taking Ceremony	12-Sep-2015 1	89
Teacher's Day Celebration	04-Sep-2015 1	91
Hindi Diwas	14-Sep-2015 1	91
Seminar on Action Research	16-Sep-2016 2	94
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2016 00	0
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Orientation programme for freshers

Community Camp in Jhingo

Hindi Diwas Programme

Sugar Factory Kerta Visit

Workshop on Communication Skill and Research Methodology

[View Uploaded File](#)**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action	Achivements/Outcomes
Life copying skills	In order to prepare well adjusted personality of the teachers, series of seminars were organized for students teachers.
Offering Spoken English to student teachers and educators	Spoken English classes were arranged for the student teachers and educators to create proficiency in English.
SWOT Analysis of B.Ed. Course	Each participant shared his/her observation and experiences on SWOT to this special forum. It was realistic. It was an exercise to see the status of the B.Ed. Course at St. Xaviers College of Education Ambikapur.
Preparing Academic Calendar 201718	SWOT analysis helped the members to identify relevant activities and programs. Number of programs was proposed. Only feasible, relevant, interesting activities were prioritized and kept for this academic session. Principal was entrusted to print the prospectus.
Motivation and Orientation for the educators cum student teachers	Fr. Jerome S.J. the Principal took charge to lead the educators and student teachers. All other educators of the institute were invited to join him in the same task of motivation and orientation.
Learning resources	To avail learning resources it was decided to purchase library books, subscribe journals on education, arrange LCD projectors with net

	facilities.
Renovation of Library	Library was renovated in order to provide better library and provide conducive place.
Addition of new multipurpose hall	Construction of multipurpose hall in addition to library was decided to start in the coming year..
Capacity building for educators	It was decided that every year two three educators would be sent for training in particular aspects of teachers formation. Fr. Sushil Tigga and Miss Prity Chandola were sent for National Seminar Two year B.Ed. Course Curriculum. Miss Nirmala Xalxo and Fr. Sushil Tigga were sent for international seminar in Pune. For the state level of workshop, Miss Benedicta Bara and Fr. Sushil were sent to Bilaspur for the workshop on Two year B.Ed. Course.
Orientation to write articles and news items	All the teachers need to be proficient in writing skill. Opportunities were provided to express their knowledge and experiences. Journalist was invited to give orientation to write articles and news items. Responsible person was the head of the Institution.
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14. Whether AQAR was placed before statutory body ?	Yes				
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Name of Statutory Body</th> <th style="width: 50%;">Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Governing Body</td> <td style="text-align: center;">07-Dec-2015</td> </tr> </tbody> </table>		Name of Statutory Body	Meeting Date	Governing Body	07-Dec-2015
Name of Statutory Body	Meeting Date				
Governing Body	07-Dec-2015				
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No				
16. Whether institutional data submitted to AISHE:	Yes				
Year of Submission	2016				
Date of Submission	25-Jan-2016				
17. Does the Institution have Management Information System ?	No				

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

Two year B.Ed. Courses are constructed and guided by Sarguja University Ambikapur. In order to make these courses concrete and experiential, number of applicable co-curricular activities are formulated by the institution. To realize this task every member of faculty are involved and the curricular activities are conducted and implemented. These are the few action plans to suffice the curriculum prescribed by the university - 1. Visit the factories and mines, 2. to meet the young mothers who live close by the surroundings to study the gender, 3. Impact of the globalization and industrialization, 4. Visit to the schools and surroundings to study their up-bringing in a social economic and political context. 5. to understand languages better. Hindi and English are initiated in terms of communication, writing skills and training skills.

Students are given opportunities to prepare a platform to improve their expressions by way of making and acting appropriate gesture. The institution has included a set aside hours for spoken English. To understand the present socio-economic scenario of India, student teachers are exposed to a marketing system social behaviour of people and cultural phenomena of people and they have to produce analytical write ups. That helps them to produce field norms and ethnography. There are 3 English national and international dailies and 5 Hindi dailies are provided to help them becoming aware of the present situation and collect current information of the world. The institution provides 2 international and 3 national journals which awaken the minds of the teacher trainees. The library books help the teacher trainees to learn by themselves in the area of B.Ed. course as well as other areas too. To make the student teachers up to date in their career, a special personality development, soft spirit and opportunities are provided for instance, practice, fluency in language etc. They are given time to remove stage fright by way of performing skits. There are many more competitions which are conducted throughout the year by which the student teachers shape their personalities. Every occasion becomes as an occasion for learning. Mentoring system is followed. Each faculty member is initiated and oriented to take care of a student teacher a special day is allotted in every week. To develop leadership qualities, group formation is made for the student teachers. Small group takes the ways to leadership building. Hand in hand a democratic sense is fostered. To strengthen leadership qualities, they are given opportunities to participate in the governance of the institute. Many student teachers come under student council and deepen their relating faculty and management and to one another. On the whole it can be concluded that the institute gives ample opportunities for over all development of the teacher trainees. In B.Ed., learning by doing is given special importance. Therefore the teacher students learn by doing. As a result the teacher trainees come out with required abilities, capabilities and knowledge of teaching. The educators as well as the teacher students are fully involved in teaching learning process.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Nil	Nil	Nil	0	Nil	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Nil	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nil	Nil	Nil

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

	Certificate	Diploma Course
Number of Students	98	0

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
Nil	Nil	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Orientation for Internship (B.Ed.I)	98
BEd	School Observation for B.Ed.I	98
BEd	School Internship	98
BEd	Sugar Factory visit	100
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	No
Parents	No

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

Feedback Obtained
<p>Feedback is a means to improve the teaching. It involves motivation and encouragement. After getting feedback, the teacher student is motivated and encouraged. He or she gets ready to improve in his/her teaching. Thus feedback helps a lot the teacher student in his/her teaching. It gives opportunity to improve in his/her teaching. The teacher students during the time of their internship, are given feedback with the intention that they will come to know</p>

their limitations in their teaching and with the help of given feedback they may improve their teachings. Feedback comprises of both positive and negative feedback. When a teacher trainee is doing well in his/her teaching, he/she is appreciated and in this way the teacher trainee is motivated for better teaching. Student teachers are made aware of aspects of teaching learning process in the school. In order to deal with all the aspects, maximum 10 days are invested to have inputs mainly what are the objectives of school internship. The contents are dealt thematically and some practical approach is followed to do internship better. For the B.Ed. I year students guided feedback after 12 days are provided by the Principal and educators. During the time of internship, the educators go to those schools where the teacher students are sent for internship. The educators sit at the back in the classroom, observe the teaching of particular teacher student and give required feedback in mentor copy already kept their in the classroom. The teacher trainee takes the feedback positively and he/she is motivated to improve his/her teaching according to the feedback given by the mentor. There is peer group feedback given in written form. While a teacher trainee, teaches the students in the class, another teacher trainee sits at the back in the classroom and gives the necessary feedback for improvement. Similarly teachers of the particular school also can give the feedback as the educators of our institute give. There are many other occasions when feedback is given for the teacher trainees to improve in their personalities. During morning assembly, there is provision of feedback for the performance of the teacher students. A group of teacher students is formed to conduct the morning assembly. There are items like physical exercise, prayer, thought for the day, news reading, do you know questions and lastly a skit presented by the group. An educator is appointed to give feedback for the activities performed by the group. This feedback helps not only the particular group but also all the student teachers present in the assembly. This is done daily. By the end of the year the teacher trainees become quite confident and thus stage fright is removed. Throughout the year there are occasions for feedback for the teacher trainees to improve in their personalities and skills. The institution is given feedback according to the performance of the teacher students. SCERT Raipur has kept this institution in 'A' grade. This institution is innovative and resourceful institution. .

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	100	2000	98
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2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2015	98	0	9	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-

learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
9	5	5	2	0	0
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Students mentoring during morning assembly: Every day morning assembly is conducted before the class starts. The morning assembly consists of physical exercise, prayer, thought for the day, news, do you know questions, and lastly a skit. Every day a group of 10 teacher trainees conducts this morning assembly. Feedback about all these items is given by a mentor. Every week mentor is assigned for giving feedback. All these items are taken into consideration while giving the feedback. The mentor appreciates the performance done by the prayer group. He also encourages the group who conducted the prayer assembly. The mentor gives some feedback for improvement and the group members take the feedback positively. In this way the mentoring of the teacher trainees is done during the conduct of morning assembly. Reflection writing and going through the reflection writing: The mentors so called teacher educators go through the daily reflection writing of the teacher trainees. After reading the daily reflection the mentors give their signs on the reflection copies of the teacher trainees. The teacher trainees write down their feelings, experiences, emotion while they went throughout the day. Daily reflection writing makes the teacher trainees reflective. The mentors know the situation of the teacher trainees when they read the daily reflection copies of the teacher students. Here the teacher students are mentored. A period for mentoring in the class: A special one period for mentoring is set aside once a week, e.g. Thursday / Friday. Accompaniment and guidance are offered by the mentors. This process is meticulously done during internship in respective schools Every week there is a period for mentoring the teacher students. A mentor goes to the class in this period and asks the teacher trainees about their difficulties, experiences and tries to give some advice, suggestions according to the needs of the teacher students. Mentoring during internship – Mentoring during the internship is done by the teaching staff members. This process is meticulously done during internship in respective schools. After observing the teachings of the teacher trainees the mentors give comments, motivational words, correction etc. The mentors of on changing the schools of internship. A teacher educator goes to some of the schools situated in one area and mentors the teacher trainees who are in teaching internship. But in the coming week or days he or she is appointed as mentor in the other schools. All the activities of the teacher students are observed and given feedback by the mentor. All these are done to improve in their teaching. These are done in the written form in the copies of the teacher trainees. Mentoring individually and collectively: The teacher trainees are mentored individually as well and collectively after some activities in the institution have taken place. The activities are like different competitions, outreach programs, field trips, picnics, awareness campaigns etc. The mentors give some feedback about the teacher students' performance in such activities. The teacher students are given feedback according to their performance in different activities.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
98	9	1:11

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
9	9	0	2	0

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies

2015	Nil	Nil	Nil
2016	Nil	Nil	Nil
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	012	2016	13/04/2016	17/07/2016
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continuous Internal evaluation of the teacher trainees is done through the following ways - Unit Test, Weekly test, Assignment, Project work, Practicum, Model Examination, Oral Examinations, Terminal examinations, Common sharing of each student before giving the final internal marks, Assessment of the students with faculty in common etc. Unit test is taken regularly but weekly test is sometimes not possible due to vast course to be completed. Assignments are given practically in all the subjects. The teachers trainees get chance to do individual study for the completion of assignments. These assignments motivate the teacher trainees to get knowledge by themselves and reflect about the topics given as assignments. Project works are helpful to widen the perspectives of the teacher trainees. In the syllabus of B.Ed. I and B.Ed. II, there are practicum, which are completed by the teacher trainees. After the completion of course Model examination conducted in a regular basis. The model examination helps the teacher trainees to do better in terminal examination. Oral examination is taken during the class period by asking some questions individually. The educator by asking such questions comes to know whether the teacher student is following the teaching or not. Oral test helps a lot to know each individual how much an individual is progressing. There is a very beautiful and fitting procedure of common sharing of each teacher student by the staff members before awarding the final internal marks. In B.Ed. there are many areas where internal marks are awarded and in this process the common sharing about each individual is helpful to give justified marks. The teacher educators see each student teacher throughout the year and thus they can contribute their views to give just internal marks for every individual student teacher. Thus with the help of common assessment more appropriate internal marks are awarded. Besides these ways, the institution follows some other ways to evaluate the student teachers. There are some activities for teacher enrichment and self identity of the teacher students. There are activities related to these areas and the teacher students are assessed through these activities. These activities are like stage programmes, various competitions, group activities etc. The performance of each teacher trainee is assessed in such activities. Internship is one of the main programmes of B.Ed. The teachers educators go round the schools where the teacher trainees go for teaching. Their teachings are observed and according to the performance in teaching the teacher trainees are given internal marks. The all round development of the teacher students are evaluated in continuous process. The progress of the teacher students are seen gradually. By the end of the training programme the student teachers are seen as reformed and learned persons. St. Xavier's College of Education, Ambikapur is affiliated to Sant Gahira Guru Vishwavidyalaya, Surguja University, Ambikapur. As the College is an affiliated college, it

follows the university prescribed syllabus and annual academic calendar for annual examinations. The university provides the syllabus and the schedule of practical exams and theory examinations.

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

Our Institute prepares academic calendar every year. The whole year programmes are mentioned in the academic calendar. The principal with the help of the staff members prepares the academic calendar. Much effort is made to prepare the academic calendar because most of the activities are foreseen and dates and times are assigned for different activities. Dates of Admission for Christian Minority seats are fixed. In this process the dates for Counselling and interviews are fixed. Thus 50 candidates are taken admission through Christian minority seats. Similarly the probable admission dates of MKCL group is given in the academic calendar. Dates of Orientation programmes of the staff members and newly admitted teacher students, are given in the academic calendar. All the co-curricular activities such as Speech Competition, Dance Competition, Singing Competition, One Act Play Competition, Rangoli Competition, Best out of Waste Competition, different games' group Competition, Essay Writing Competition, etc. are mentioned in the academic calendar. Dates are assigned for workshops and seminars according to the convenient times. There is possibility of change in dates according to the times and situations. But the programmes of workshops and seminars are conducted by the institute. Different types of outreach programmes are assigned in different dates of different months. Community camp, excursion, picnic, factory visit, coal mine visit, hospital visit, police station visit etc. are mentioned in the academic calendar. Organization of Seminars and Workshops in different dates and time durations are given in the academic calendar. The institute invites some resource persons for these programmes and specific dates are allotted for them. On the occasion of some of the important feasts and festivals of India prayer services are organized and the significance of different feasts and festivals are mentioned. For these programmes also dates and times are fixed in the calendar. The teacher trainees get the feeling of respect for one another and also respect culture of others. Some of the feasts and festivals are Raksha Bandhan, Dussehra, Diwali, Christmas, Holi, Karma, Feast of St. Ignatius Loyola, Feast of St. Francis Xavier etc. are mentioned in the academic calendar. Besides these events, Teachers' Day, Children's Day, Hindi Diwas, Science Day, Independence Day, Republic Day, Constitution Day, Christmas friends Day are mentioned in the academic calendar meticulously. All the holidays at national level, state level and local level are also mentioned the academic calendar. These help the teacher trainees to make their personal plans during the holidays. Other programmes like election of students' council, oath taking ceremony of the cabinet, visit to Asha Nikunj etc. are mentioned in the academic calendar. Asha Nikunj is a school for deaf and dumb students. School Internship and practice teaching dates are given in the academic calendar. Last but not the least, dates for unit tests, half yearly examination, model examination annual examination etc. are allotted in the academic calendar.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://stxavierscollege.co.in/wp-content/uploads/2022/09/Course-Outcome-15-16.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students	Number of students passed	Pass Percentage
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			appeared in the final year examination	in final year examination	
012	BEd	Education	98	98	100
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2.7 – Student Satisfaction Survey

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

<https://stxavierscollege.co.in/wp-content/uploads/2022/12/sss-2016-17.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	Nil	0	0
Minor Projects	0	Nil	0	0
Interdisciplinary Projects	0	Nil	0	0
Industry sponsored Projects	0	Nil	0	0
Projects sponsored by the University	0	Nil	0	0
Students Research Projects (Other than compulsory by the University)	0	Nil	0	0
International Projects	0	Nil	0	0
Any Other (Specify)	0	Nil	0	0

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3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
Workshop on Art of Communicationl and Research Methodology	Education	24/08/2015
Workshop on Art of Communicationl and Research Methodology	Education	25/08/2015

Seminar on Action Research	Education	16/09/2015
Seminar on Action Research	Education	17/09/2015

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	0	0	Nil	0
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No	No	Nil	Nil	Nil	Nil
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
0	0

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

Type	Department	Number of Publication	Average Impact Factor (if any)
Nil	0	0	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
0	0
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	2015	0	0	0
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self	Institutional affiliation as mentioned in
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					citation	the publication
Nil	Nil	Nil	2015	0	0	Nil
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	5	2	0
Presented papers	0	0	0	0
Resource persons	0	0	0	0
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3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Village Camp in Jhingo	Rajpur Block, Balrampur Dist.	8	97
Henosis Two Days Seminar at XIDAS Jabalpur	XIDAS Jabalpur	1	6
Sugar Factory Kerta Visit	Sugar Factory	6	95
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
0	0	0	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Participation in Swachh Bharat Avijan	Swachha Bharat Avijan	Cleaning the Bus Stand	4	25
Adopt of a Village	Villagers	Cutting Paddy	5	75
Visit to school of special children	Asha Nikunj School Management	Christmas Gathering	7	92

Community Camp	D.E.O. of Rajpur Block	Community Camp	8	97
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3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
0	0	0	0
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Training	Internship	Holy Cross Convent School, Ambikapur	26/10/2015	30/11/2015	6
Training	Internship	St. Xavier Hr. Sec. School, Ambikapur	26/10/2015	30/11/2015	6
Training	Iternship	Ambika Mission Middle School, Ambikapur (Xavier)	26/10/2015	30/11/2015	6
Training	Internship	A.M. Jubilee Memorial High School, Ambikapur	26/10/2015	30/11/2015	6
Training	Internship	Ursuline Higher Secondary School, Ambikapur	26/10/2015	30/11/2015	2
Training	Internship	St. John's Higher Secondary School, Nawapara	26/10/2015	30/11/2015	6
Trainig	Internship	St. John's Middle School, Nawapara	26/10/2015	30/11/2015	4

Training	Internship	Ambika Mission Girls' Hr. Sec. School, Birnibera	26/10/2015	30/11/2015	4
Training	Intership	Ambika Mission Middle School, Birnibera	26/10/2015	30/11/2015	4
Training	Internship	Govt. Hr. Sec. School Gandhinagar, Ambikapur	26/10/2015	30/11/2015	6
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nil	NIL	0
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
800000	696482

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
No file uploaded.	

4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Nil	Nil	Nil	2016

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	6394	639400	0	0	6394	639400
Reference Books	1293	129300	0	0	1293	129300
e-Books	0	0	0	0	0	0
Journals	8	5000	0	0	8	5000
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	50	2000	0	0	50	2000
Library Automation	0	0	0	0	0	0
Others (specify)	0	0	0	0	0	0
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	22	1	2	6	1	2	3	100	0
Added	0	0	0	0	0	0	0	0	0
Total	22	1	2	6	1	2	3	100	0

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

10 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Computer, Internet, Wi Fi, LCD Projector	Nil

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
150000	137800	500000	469462

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

The existing infrastructure and other facilities of the institute are well taken care. The principal, teaching and non-teachings staff members and the teacher trainees have been given to look after the campus and the infrastructure. The beauty of the campus is maintained by putting some flowers plants according to the season. There are two types of garden maintained in the campus. Firstly, flower garden and secondly herbal garden. Flower garden is the beauty of the campus. The whole campus is kept neat and cleans throughout the year. There are some work-divisions are done for the staff members. Every staff member is given some responsibility to take care of the campus and other facilities. All the teaching and non teaching staff members carry on their responsibilities. There is loan of grass besides the flower garden. The grass of the loan is cut whenever needed. This keeps the campus green though the flower plants and other show plants including herbal plants altogether make whole campus neat and clean. There are supporting staff members who look after the cleanliness of the rooms of the building. The first task of the supporting staff members is to clean all the rooms such as Principal's office, clerk office, staff room, classrooms, class coordinator room, halls, corridors, etc. The washrooms are kept clean. Every day phenyl is sprayed. Some of the staff members are appointed to look after the cleanliness of the campus and infrastructure who always keep watching. In case when the cleaning is satisfactory then they remind the supporting staff to clean well. The teacher trainees are given some motivational instruction to keep the campus and the rooms neat and clean. Therefore they cooperate in keeping the rooms and other places neat and clean. Some necessary instruments are provided by the institute for cleaning the whole campus and infrastructure. For example grass cutter machines, brooms, phenyl, spades and other tools used for cleaning. There is a sports room where the games items are kept. There are playgrounds for Football, Volley ball Basketball and other games also. Football, Volley ball, basketball, kho kho, kabaddi and other games are played by the teacher trainees. There is a sports director who keeps all the games articles up to date. There are laboratories though there are not many materials and apparatuses for different practical. Whitewashing of the building is done regularly it gives good look of the building. The library books are arranged systematically by the librarian. There is a plan to add some books every year. There is computer lab is for learning as well as other purposes. CC cameras are well maintained wherever they are fixed. The College magazine committee members and specially the teacher students write all the articles in the computers before they give for final printing in the press. The over all in-charge of all the maintenance is the Principal of the College. He looks the needs of the college and accordingly he tries to fulfill all the requirements in a systematic way.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support	Nil	0	0

from institution			
Financial Support from Other Sources			
a) National	Nil	0	0
b) International	Nil	0	0
No file uploaded.			

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga	Nil	100	St. Xaviers College of Education Ambikapur
Spoken English	Nil	100	St. Xaviers College of Education Ambikapur
Asha Nikuj visiting special children	21/12/2015	99	St. Xaviers College of Education Ambikapur
No file uploaded.			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2015	Nil	0	0	0	0
2016	Nil	0	0	0	Nil
No file uploaded.					

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Nil	0	0	Nil	0	0
No file uploaded.					

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2015	0	0	0	0	0
2016	0	0	0	0	0
No file uploaded.					

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

Items	Number of students selected/ qualifying
NET	0
SET	0
SLET	0
GATE	0
GMAT	0
CAT	0
GRE	0
TOFEL	0
Civil Services	0
Any Other	0
No file uploaded.	

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

Activity	Level	Number of Participants
Essay Writing Competition	College Level	95
Speech Competition	College Level	10
Quiz Competition	College Level	96
Best Out of Waste Competition	College Level	96
Volleyball Match (Men)	College Level	93
Volleyball Match (Women)	College Level	94
Basketball Match (Men)	College Level	95
Basketball Match (Women)	College Level	97
Handwriting Competition	College Level	96
Kho Kho Match (Women)	College Level	95
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5.3 – Student Participation and Activities

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

Year	Name of the	National/	Number of	Number of	Student ID	Name of the
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	award/medal	Internaional	awards for Sports	awards for Cultural	number	student
2015	Nil	National	Nill	Nill	Nil	Nil
2015	Nil	Internat ional	Nill	Nill	Nil	Nil
2016	Nil	National	Nill	Nill	Nil	Nil
2016	Nil	Internat ional	Nill	Nill	Nil	Nil
No file uploaded.						

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

Student Council functions as mediator between the management and the student teachers. The members of the student council are elected in a democratic way. The student council consists of the following persons - 1. President 2. Vice President, 3. Secretary 4. Joint Secretary 5. Discipline In-charges 6. Cultural Programme In-charges 7. Class coordinators. There is an oath taking day and after the oath taking ceremony the cabinet members are assigned some responsibilities. They get good opportunities to guide and lead the student teachers. As a result they develop leadership qualities within themselves. In B.Ed. according to the syllabus and co-curricular activities there are many indoor and outdoor programs and the cabinet members have special role to conduct such programs. B.Ed. curriculum is activity oriented course so there is ample opportunity of learning by doing. Every year there is some outreach programs and the student council takes leading role to accomplish those programs. There are some rally and awareness programs in which the cabinet members have to lead the programs. In the case of village camp, a lot of work is done by the members of the cabinet. Arrangement of going to a particular village, staying arrangement, organizing programs, food preparation and other arrangement of facilities etc., are done under the leadership of the student council members. There are some common programs like celebration of feasts and festivals such as Rakshabandhan, Karam, Dusehara, Deepavali, Id, Christmas, Holi etc. are organized by the cabinet members. In such feasts and festivals prayer services and some cultural programs are organized. In the process of prayer services, all the staff members and student teachers are gathered in the prayer hall. The purpose of feasts and festivals are told to all the participants and some video clips are shown to make the prayer services more creative and meaningful. There are some inter-group competitions among the students such as speech competition, skit competition, singing competition, rangoli competition, best out of waste competition, hand writing completion, dance competition etc. and the students cabinet members have to do a lot of work in conducting these programs. Similarly sports and games are conducted for inter-group members. Every Saturday is given time to organize sports and games. Some of the popular games are organized in inter-group competition. The team spirit and cooperation among the group members are expected. The student teachers enjoy such community activities come to know each other in the group. In such games and sports also the student council playas a great role. The student council members play a great role even in the field of helping the administrative field of the institution. Discipline among the teacher trainees are maintained by the cabinet members. Some basic values are given to the new comers and the new comers know the ethos of college. They are taught some moral values which are needed for the teacher trainees. The student council functions very well in our college. All the cabinet members fulfill their responsibilities

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

On the process

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

1. Student council: The purpose of student council was to develop spirit of participative collaboration, to develop leadership qualities, to develop democratic way of decision making among them. The election of the student teachers council was done in a democratic way. All the staff members and the teacher trainees were fully involved in the procedure of the election. Some names were proposed for the particular responsibility. Election of the following seats was done in a proper way: (1) President (2) Vice President (3) Secretary (4) Joint Secretary (5) Discipline In-charges one male and one female (6) Cultural In-charge one male and one female (7) Sports In-charge one male and one female student teacher (8) Class Representative one male and one female student teacher. After the election of the student council a day was fixed for Oath taking ceremony of the members of the student council. The Oath taking ceremony reminded each of the members of the council about their responsibilities. The Student council functioned as a bridge between the management and students. This council worked for the smooth running of the programs of the institute. The members of the student council were responsible for their appointed duties. Most of the programs held at the College were conducted by the members of the student teachers council. The student council also helped in conducting programs outside the college such as Outreach programs, camps, raylls, literacy awareness campaign etc. Thus the practice of student council helped in decentralization and participative management.

2. Governing Body: The Governing Body took the major decisions about running of the college. There was Governing Body meeting. The secretary called for the meeting. The Governing Body comprised of the following members: (1) President (2) Secretary (3) Principal (4) University Nominee (5) University Nominee (6) Member from Administration (7) Member Advocate (8) Member from Government office(9) Member Treasurer (10) Staff Representative (11) Staff Representative. Governing Body meeting took place annually. The minutes of the meeting were proposed by the secretary. The decisions were made by the Governing Body according the minutes given as an agenda of meeting. The institution practiced decentralization and participatory management. The decentralization system of the institution was clear with transparency. In this, the principal and staff were appointed through the governing body of the institution. Some important decisions were taken by the governing body. Thereafter, the Principal called for a meeting of all the staff members and conveyed the decisions taken by the Governing Body and then plans were made to implement the decisions. The workload was divided into smaller units in the institution. Subject teachers were appointed for each subject to complete the curriculum. Thus the division

of different work e.g. Women cell. Cabinet cell in charge, class coordinator, cultural program in-charge, discipline in-charge, sports and games in-charge etc.

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

Partial

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	There are two types of admission of students in our institute. There is provision for 50 seats of Christian Minority students. In this process some students though they may be poor, they can be taken admission. The second type of admission is taken through general counselling. The students give their choice of our college. All those names are given on the merit basis of Pre.B.Ed. test marks. In this way 100 seats of the students are taken admission.
Curriculum Development	Our college is affiliated to Sant Gahira Guru University Surguja. The curriculum is provided by the university. Sometimes our faculty members are invited for curriculum development programme. Besides, there are programmes organized by the institution for personality development of the students teachers. Various competitions like speech competition, essay writing competition, best out of waste competition, cultural dance competition, etc. are organized in the institution every now and then.
Teaching and Learning	Teaching and learning in B.Ed. is very important. All the faculty members are well qualified and teach the students according to the needs of time. ICT is used by some of the faculty members in teaching. The students learn the subject matter whole heartedly. The teacher educators make good effort to fulfill cognitive, affective and psychomotor domain. Internal assessment of the learning is done through assignments, unit tests and half yearly and model examination. Seminars are Workshops are organized as per the requirements of the curriculum.
Examination and Evaluation	Annual examination is conducted by the university. The institution takes unit tests, assignments, home works,

half yearly examinations, model exam in the form of formative assessment. Answer copies of the teacher trainees are evaluated by the faculty members and the students are given feedback according their performances in the examinations. Thus they get chance for improvement in their performances in their examinations. These are helpful for the annual examination. Eligible faculty members are given duties to set questions for university examinations and they are given duties to evaluate answer copies. All these duties are done according to the rules and regulations of the university.

Research and Development

Principal always encourages the faculty members to work in the field of research. Every year he sends the faculty members for seminars and workshops which take place at national or international level. Faculty members and students are encouraged to do some action research. In B.Ed. Curriculum Seminars and Workshops are arranged which are basically part of research work and there are some practicums which are all research oriented.

Library, ICT and Physical Infrastructure / Instrumentation

College library consists of more than 7 thousand books. Every student gets a library card and issues books for his/her personal study. In B.Ed. library is the main source of study. Besides issuing books for personal study, there are library periods every week. Library books consists of Text Books and Reference Books. There are some Journals and Periodicals in the Library. Also there are some magazines. Use of ICT in teaching makes the teaching learning process much more effective. 50 of the faculty members make use of ICT in their teaching. There are two ICT enabled class rooms.

Industry Interaction / Collaboration

B.Ed. I teacher trainees are given opportunity to visit sugar factory Kerta in Surajpur District. The main purpose of visiting this factory is to know the functions taking place in the factory. The managing director of the factory and other engineers very much cooperate with us. This factory is recently developing and large amount of sugar is produced every year. The farmers produce sugar cane in order to sell it in the factory and thus they earn money. This factory is providing

	job for the people here around and the farmers are profiting by selling their sugar cane product.
Human Resource Management	The recruitment of teaching and non teaching staff members are done in two ways : (1) Appointment under college code 28 and on the adhoc level. There is a formulation of service conditions and code of conduct for employees. The institution recruits well trained and qualified personnel through advertisement and interview. The institution gives opportunity to the staff members for on - going in-service training programmes. This is done by sending the staff members for some seminars, workshops and training programmes.

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

E-governance area	Details
Planning and Development	The institute has its own official e-mail accounts. Most of the official information are sent through e-mail. The students and staff members are contacted through electronic media. Computerized system of conveying information to the students and staff members is on progress. Uploading information/notifications on the college website is on the process.
Administration	The payment of employees is done through bank transfer. EPF submission is done online. There are CCTV cameras to look around the classrooms and campus. There are computer and internet facilities for the faculty members and student teachers.
Finance and Accounts	Payment for the staff members is done through bank account pay. Cashless payment is preferred for day to day expenses. Tally programme is used for accounting and auditing. EPF payment is done through online. Every year auditing is done. The transparency of the finance is well maintained.
Student Admission and Support	The institution has provision to take 50 admission through Christian Minority seats. Right from the beginning of March the applications for Christian Minority seats are collected. This goes on till the Pre B.Ed. exam take place. They are called for counselling and interview and thus a merit list is obtained and the admission is taken according to merit basis. Another 50

	admission is taken through general counselling arranged by SCERT Raipur. There are provisions for scholarship for SC, ST and OBC students.
Examination	Annual examination is conducted by Sant Gahira Guru University Ambikapur. Exam time table is displayed in University website. The result is declared timely by the university. This year result of this institute was 100.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2015	Miss Prity Chandola	Space Science and Environment	Rajiv Gandhi P.G. College Ambikapur	1000
2015	Sushil Tigga	Space Science and Environment	Rajiv Gandhi P.G. College Ambikapur	1000
2016	Miss Prity Chandola	Orientation Programme for Two Years B.Ed. Curriculum: Teaching Learning Process	SCERT Raipur	2000
2016	Sushil Tigga	Orientation Programme for Two Years B.Ed. Curriculum: Teaching Learning Process	SCERT Raipur	2000

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2015	Two Years B.Ed. Courses and Jesuit Legacy	Nil	12/08/2015	13/08/2015	7	Nil

2015	Orientation for Staff and Students	Nil	21/08/2015	22/08/2015	77	Nil
2015	Seminar on Action Research for Staff and Students	Nil	16/09/2015	17/09/2015	93	Nil
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Nil	0	Nil	Nil	0
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
4	5	0	8

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Employees Provident Fund, Causal Leave, Medical Leave	Employees Provident Fund, Causal Leave, Medical Leave	Different Types of Scholarship Schemes

6.4 – Financial Management and Resource Mobilization

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

Financial audit is done by the Chartered Accountants appointed by the parental society. Scholarship for ST, SC and OBC students are provided by the state government. The scholarship are provided in the Bank account numbers of the students. Department of Tribal Development Ambikapur verify the documents concerning the scholarships given to the students.
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6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil
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6.4.3 – Total corpus fund generated

1000000.00

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Null	Yes	IQAC
Administrative	No	Null	Yes	IQAC

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

Regular meeting, Feedback, Counselling

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

Conducting regular meeting, Evaluating the working conditions, Training Program

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

Spoken English for students, Computer and ICT classes, Yoga Practice

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2015	Orientation for Charistian minority students	15/06/2015	03/08/2015	03/08/2015	50
2015	Independence Day Celebration	15/06/2015	15/08/2015	15/08/2015	61
2015	Orientation for staff and students	15/06/2015	21/08/2015	22/08/2015	77
2015	Workshop on Art of Communication	15/06/2015	24/08/2015	25/08/2015	75
2015	Seminar on Audio Vidual Aids	15/06/2015	01/09/2015	01/09/2015	97
2015	Oath Taking ceremony	15/06/2015	12/09/2015	12/09/2015	89
2015	Seminar on Action Research	15/06/2015	16/09/2015	17/09/2015	93
2015	Hindi	15/06/2015	14/09/2015	14/09/2015	91

	Diwas				
2015	Seminar on Instructional Objectives	15/06/2015	14/10/2015	14/10/2015	98
2015	Seminar on IPP	15/06/2015	17/10/2015	17/10/2015	104

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
International Womens Day	08/03/2016	08/03/2017	63	24
Skit Competition	21/01/2016	21/01/2016	66	26
Hindi Diwas	14/09/2015	14/09/2015	66	25
Election of the members of student council	07/09/2015	07/09/2015	94	19

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

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

Rain Water Harvesting : Rain water of the campus is collected in a pond and used for irrigation. No use of plastic: The institute does not allow the teacher students and staff members to use plastic bags. Cloth bags are used instead. Energy Efficient: Most of the equipment used in the institute are energy efficient including freezer, air conditioner etc. Use of LED bulbs in the campus: In the campus LED bulbs are used.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	No	0
Ramp/Rails	Yes	0
Braille Software/facilities	No	0
Rest Rooms	Yes	0
Scribes for examination	No	0
Special skill development for differently abled students	No	0
Any other similar facility	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2015	1	1	04/02/2016	3	Community Camp	Literacy Awareness Program	103
2016	Nil	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.							

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

Title	Date of publication	Follow up(max 100 words)
Code of conduct for Teachers	15/06/2015	The institute has formulated code of conduct for teachers on the basis of CG Government code of conduct manual.
Code of conduct for non teaching staff	15/06/2015	The institute has formulated code of conduct for non-teaching staff on the basis of CG Government code of conduct manual.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Dussehra Prayer Service	20/10/2015	20/10/2015	87
Feast of St. Francis Xavier	03/12/2015	03/12/2015	1650
No file uploaded.			

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

1. Herbal Garden in the Campus: Some medicinal plants like Neem, Basil, Aloe vera etc. are grown in the campus. Some of the plants of herbal garden act as oxygen purifier. 2. Water Harvesting: According to rain water harvesting system the rain water falling on roof water is collected in a small pond and the rain water of the campus is collected in a big pond. 3. Maintenance of cleanliness: The college campus is kept neat and clean. In order to make the teacher trainees aware of the cleanliness, the teacher trainees are given task to clean the campus on every Saturday. 4. Tree Plantation: There are big trees at the back and side of the building. Some old trees are cut down and planted new trees at some space left. That is how every year the number of trees are increasing. 5. Flower Garden: Each group of the student teachers plant flower seedlings separately and look after them, take care of them if needed the give water to flower plants. Their attitude towards beauty of nature becomes

positive.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

INDUSTRY VISIT THE CONTEXT: Visit the factories and mines, Cultural exposure and educational tour are arranged once a year. This paves the way to understand the present socio-economic scenario of India. Student teachers are exposed to a marketing system, changing social behaviour of people and cultural differences of people. This helps them to have a deep understanding of the factory system.

It gives a graphic picture of place and society. That helps them to produce field notes and ethnography for further reflection. The teacher trainees of St.

Xavier's College of Education Ambikapur visited Mahamaya Cooperative Sugar Factory and Coal mine named Mahan - 2 on 24 January 2016. Prior permission was requested from the managing director Shri Vijay Ayam. With his permission all the teacher trainees along with the staff members entered the factory under the guidance of Mr. Dilip Xalxo a factory worker. Another factory worker Mr. Mani Ansari as a guide explained the process serially. All the teacher trainees looked at the work done by the machines inside with great curiosity. They appreciated with functioning of the entire factory. Electricity for the

operation of the factory is also generated inside it which keeps the continuous operation process of the machines intact. **OBJECTIVES :** The following are the objectives of taking the student-teachers of our college to the sugar factory -

1. To get an overview of the sugar factory and to be aware of its production system and the conditions of the people working in it. 2. One day Industrial observation 3. To know the name of industry, year of establishment, place, area, operator, government or non government 4. To know the purpose of opening the industry, owner or ownership of the industry, supply of raw materials, number of workers employed in the industry, difficulties faced the workers in operation, whether the work goes on throughout the year or only a few months, whether raw materials are available. **THE PRACTICE:** After visiting the sugar factory, the students get complete information. In future, if they are not able to become teachers, they can develop a desire to cultivate at home or produce sugarcane and supply to sugar factory or produce other things and sell them in the market. After seeing the factory, how do the people there get income and how do they make their living and if there in no means to make a living in the future, then adopt it in the family. When the students are taken to see the sugar factory, then they were divided into the number of 10 - 10 and the complete observation was done by staying in the same number. After the observation of sugar factory is completed, they go to see the coal mine.

OBSTACLES FACED: The following obstacles came up while visiting the factory. 1. Not everyone was getting ready to go for visiting the sugar factory. 2. While money was being collected to go to the factory, then some of the students were not willing to pay. 3. In the course of observing factory, the students were sometimes unable to pay attention and remained engrossed in themselves.

Whatever was being told by the manager , they were not able to listen carefully. 4. The students don't come on time. The students are not able to take out on time to go to Sugar factory as a result the students get late to watch the explosion in the coal mine. Measures to overcome the challenges : 1. To tell all the students about the sugar factory and the coal mine Named Mahan - 2. 2. If the all the students are not able to gather money to go for industrial visit, then knowing about that why they are not able to gather money. 3. All the students are asked to pay attention to the manager of the factory. 4. If the students do not come on time when they have to go, then action is taken to them then they will come on time and can leave on time to go for industrial visit. 5. Students should be left free for some time because sometimes when students are left free they think of doing something new and learn to do new things. Effect of practice : Students get a lot of inspiration

after visiting Kerta Sugar Factory. After getting that inspiration, if the students do not get any job then they can take up this business. It is also seen that many students after seeing this factory can also make other business a means of earning their livelihood. Rangoli Competition Context : Our country is a country with different culture. People of different caste, religion and sect reside together in our country though they have different customs and living habits. In addition, their artworks are also different. Though there are people of different castes and religions in India, there is unity in diversity. Rangoli is of great importance in many celebrations in India. Making rangolies according to the festival displays their art. In this way, Indian folk art is far ahead in the field of culture. Objectives of Rangoli : • To know about Indian culture • To develop interest in art in the teacher trainees • To develop reasoning power • To know the importance of colours on the basis of festivals • To develop their knowledge • To develop a sense of respect for all sects PRACTICE: When a student teacher takes part in Rangoli competition, first of all he/she thinks the kind of Rangoli he/she will prepare. Sometimes he/she makes use of some books. He/she makes Rangoli in a creative way. His entire focus is on Rangoli. The method or technique of making Rangoli is an art hidden in the student teachers. The institution gives a chance to show the talents of the teacher trainees. Sometimes the student teachers also develop their art through the creative work done by the educators. The teacher educators also help the teacher trainees to develop their arts. The art of Rangoli does not come in one go. For this, it is practiced again and again and though practice it gets improved. If the teacher student is interested, he/she learns quickly. Thus in the institution Rangoli artist development is done in the teacher students. Challenges in making Rangoli and ways to overcome these challenges: Challenges in making Rangoli : There are many challenges to be faced in every task. Similarly, there are challenges faced in making Rangoli. Rangoli making is one type of art. This art depends on the interest of the teacher trainees. If a teacher trainee is not interested in Rangoli making, then it is not possible to ask him/her to do that work. Measures to overcome challenges: Rangoli making is a type of art and this art is found in every teacher trainee provided he/she has interest in making it. If he/she takes interest in the art he/she has, then it will flourish. There are different types of students in the institution and they have different types of arts and interests. We can develop their interests through practice and gradually arouse interest in them. For this, these challenges can be overcome by practicing again and again. EFFECT OF PRACTICE: It is believed that art is very important in human life and in every human person some art is found but many persons do not get a chance to refine that art. There may be many reasons for that such as poverty, ignorance, conservatism etc. After getting interest in Rangoli making, the teacher trainees may have interest in other arts like art in painting, art in dance, art in drama etc. Thus Rangoli making leads the teacher students to other areas of arts and they gain arts as part of life.

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

<https://stxavierscollege.co.in/wp-content/uploads/2022/12/Industry-Visit-and-Rangoli-Competition-2015-16.pdf>

7.3 – Institutional Distinctiveness

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

Preference to Tribal and female Students in Admission through Christian Minority Seats: St. Xavier's College of Education is a Christian Minority institution in which 50 seats are reserved for Christian minority teacher trainees. Two year B.Ed. course is run in this college. In B.Ed. first year 100

students are admitted and out of which 50 students are admitted from Christian minority group. Similarly in B.Ed. second year also 100 teacher trainees are admitted out of which 50 teacher trainees are from Christian minority group. Most of the teacher trainees from rural areas come to this college to study. By taking admission through Christian Minority quota the institution serves the disadvantaged group of the people in the society. They are economically poor.

After getting training these poor students get job either in private or government sector. They dedicate themselves towards teaching. They prepare the students to become good citizens of the nation. There are two opportunities for admission for Christian minority students. First, admission through Christian minority seat and second, the admission is done through online counselling. As

soon as the admission of the Christian minority seat is over, there is orientation for the newly admitted student teachers and then English spoken classes are taken before the B.Ed. courses are started. Various opportunities are given to the teacher trainees for their personality development such as prayer meeting, yoga, physical exercise, sports and games, skit performance, general knowledge questions etc. Through these activities, the personality of the trainees gets enhanced and there is proper development of their intellect.

Admission through Christian Minority seat helps the poor students of scheduled tribe. This admission is a blessing for some marginalized students. Most of the student teachers who take admission through this seat are from rural areas. This institute is trying to bring those poor children to the main stream of the society. Since B.Ed. is a vocational course, almost all the teacher trainees after their completion of training get jobs of teaching either in private or government areas. They sometimes wait for some years to get government teaching jobs. B.Ed.

is meant for teacher training program so they join teaching line after doing B.Ed. Thus they choose teaching as a means for livelihood and thus they serve the students and at large they serve the nation. They work for nation building.

Teachers are the nation builders. After getting trained in this institution they are able to lead the students well. They pay attention to mental, physical and spiritual development of the students who come under their guidance. One of the significant points regarding the admission is that practically all the candidates who take admission through Christian minority seats are tribal and majority of them are females. Therefore this institute is giving special attention to the upliftment of the tribal students and female students.

Provide the weblink of the institution

<https://stxavierscollege.co.in/wp-content/uploads/2023/01/15-16.pdf>

8.Future Plans of Actions for Next Academic Year

1. Promoting Health and hygiene : In order to promote health and hygiene there will be yoga practice twice a week and twice a week games for every student teacher will be conducted. 2. Empowering teachers and student teachers with English: Definite measures will be taken to empower teachers and student teachers. Two days morning prayer and assembly will be conducted in English. Immediate feedback will be given by the appointed teachers. 3. Orientation to Language proficiency: Both Hindi and English proficiency will be enabled by the student teachers and educators. 4. IQAR Preparation: NAAC criterion wise all academic and non-academic activities are to be collected from the record book. To make it more comprehensive we have to add on evidences. 5. The teacher educators to be oriented towards two year B.Ed. Course : Follow up seminars on two year B.Ed. course will be carried forward. There will be dissemination to student teachers in their orientation to familiarize with new approach. The teachers will be assigned to deal with the course. A lot of guidance will be taken to implement the course. Input sessions will be directed towards multifaced needs of the society. Skills and attitude of the student teachers as well as educators are to be activated.

