Yearly Status Report - 2016-2017

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.	**077774230338**
Mobile no.	**9406130889**
Registered Email	**xavierambikapur@gmail.com**
Alternate Email	**jeromeminj@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

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/Academic-Calender-2016-17.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

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
Speech Competition	**13-Aug-2016**	**153**

	1	
Hindi Diwas	14-Sep-2016 1	91
Skit Competition	17-Sep-2016 1	168
Falk Dance Competition	24-Sep-2016 1	173
Orientation for Internship	07-Oct-2016 1	195
Visit of Sugar Factory	31-Jan-2017 1	79
Cleaning Bus Stand	03-Feb-2017 1	30
Visit of Fr. General from Rome	27-Feb-2017 1	200
Educational Tour to Keral and Kanyakumari	26-Dec-2016 12	100
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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	2017 0	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)	

Hindi Diwas
Skit Competition
Falk Dance Competition
Orientation for School Internship
Educational Tour to Keral and Kanyakumari

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
1. 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.
2. Learning resources	To avail learning resources it was decided to purchase library books, subscribe journals on education, arrange LCD projectors with net facilities.
3. Renovation of Library	Library was ronovated in order to provider better library and provide conducive place.
4. Addition of new multipurpose hall	Construction of multipurpose hall inaddition to library was decided to start in the coming year.
5. Capacity building for educators	All the teachers need to be proficient in writing skill. Opportunities were provided to express their knoweldge and experiences. Jounalist was invided to give orientation to write articles and news items. Responsible person was the head of the Institutiin.
6. Orientation to write articles and news itesm	After taking the oath, the elected student teachers were motivated towards their duties.
7. Life copying skills	In order to prepare well adjusted personality of the teachers, series of seminars were organized for students teachers.
8. Offering Spoken English to student teachers and educators	Spoken English classes were arranged for the student teachers and educators

	to create proficiency in English.
9. SWOT Analysis of B.Ed. Course	Each participant shared his/her observation and experiences on SWOT to this special forum. It was realsitic. It was an exercise to see the status of the B.Ed. Course at St. Xaviers College of Education Ambikapur.
10. 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.
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14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Governing Body	07-May-2016

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	2017
Date of Submission	03-Feb-2017
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

In order to fulfill the requirement of the curriculum given by the university, the institute adds some important points to make the teaching learning process more effective. The yearly calendar is prepared and while preparing it, the all activies are visualized. Many more activities are inserted in the calendar which, are very much related to the curriculum given by the university and also these activities are meant for the overall development of the teacher trainees. Daily time table, yoga, various competitions for learning, other cocurricular

are accessories to fulfill the curriculum. Thus the curriculum becomes useful in life. Morning prayer assembly is made much more meaningful by leading different groups of teacher trainees. Thus they get opportunity to come forward and they develop their personality. They overcome the stage fear and they become aware of the public speaking and acting skits. In the process of morning prayer assembly five points are conducted i.e. 1. Physical exercise, 2. Thought for the day, 3. News reading, 4. Do you know questions and 5. A skit. All the teacher trainees get chance to come on the stage in turn by turn. The teacher trainees are exposed to observe industrial places such as sugar factory and coal mines. Every year the teacher trainees are taken to Sugar Factory Kerta and Coal mine Mahan II. They ask prior permission before they go to visit these places. They also learn to organize such trips and they feel among themselves that they are one. They feel socially rooted. Besides these, educational tour of 8-10 days is organized. The students get the ethnographic knowledge through such field trip. The students feel joy within when they visit such new places. They learn culture of those places which they visit. They learn how to arrange educational tour so that when they become teacher, they will be motivated to take their students educational tour. Social Science Pedagogy students visit places like Palace, Hospital, Police station and come to learn the functioning and nature of these places. They ask prior permission to visit these places. Every Saturday is a day for some activities such as different kinds of group and individual competitions and games. The students are divided in different groups and most of the competitions are held in these groups. Essay writing competition, quiz competition, cultural dance competition, skit competition, speech competition, singing completion, rangoli completion, tableau competition, best out of waste competition, etc. Prayer service is conducted on the eve of Indian feasts and festivals such as Rakshabandhan, Dussehra, Deepawali, Christmas, Holi etc. The feast of the Patron Saint Francis Xavier is celebrated meaningfully as Feast of the college. Some outreach programs are held occasionally such as visiting the adopted village, going for Rally and awareness programs, visiting special children studying in Asha Nikuj School meant for deaf and dumb children. All these programs are organized in order to do something for the society and people around. These are some efforts in the process of nation building.

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
Nill	Nil	Nill
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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
Nill	Nil	Nill

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

	Certificate	Diploma Course

Number of Students	200	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	Nill	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	Ten days Orientation for B.Ed.I	100
BEd	School Observation for (B.Ed.I)	100
BEd	School Internship (B.Ed I)	100
BEd	School Internship (B. Ed. II)	100
BEd	Educational Tour to Keral and Kanyakumari	100
BEd	Sugar Factory Kerta Visit	97

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
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

In B.Ed. while training the students all the actions, activities, behaviours, dealings etc. are taken into consideration. Every activity of a student is observed. If he or she is doing well he or she is given positive feedback and encouraged to do well in the future and if he or she is not doing well he or she is given negative feedback and then encouragement is given for further improvement. There are some of the basic activities which are given feedback. Right from the beginning of the day, the morning-prayer assembly is given feedback. All the items of the morning-prayer assembly are given feedback by one of the staff members. Physical excercise thought for the day, news reading, do you know questions and skit are given feedback according to the performance. Feedback given during the morning-prayer assembly improves a lot in the performance of the teacher students. During the classroom teaching, the students are asked questions and the students give answers and according to the answer given rightly or wrongly, the feedback is given by the teacher. The

negative feedback back is given modestly and the student takes it positively for improvement. Such feedback promotes the students to overcome their weaknesses. The feedback enhances the learning of the students. The teacher students are sent for the internship. During the internship, while teaching, the student teachers also use feedback to the students and thus the students are encouraged and motivated to do better in coming time. Feedback pushes the students to the process of progress in the field of education. During the time of internship even the student teachers are given feedback by the educators of our own college or even by the teachers of the respective schools where they are doing their internship. Through this feedback, the teacher students improve their teaching as well as other activities of internship. The educators and also the school teachers give feedback in a copy meant for it. This feedback copy is observed by even others teachers or educators and thus they know the weaknesses and strengths of the students. They educators and the school teachers help the teacher students by giving them positive and negative feedback. They can give even verbal or non-verbal feedback to the students. This feedback plays an important role in the life of the students because the feedback opens the eyes of the student teachers and they are motivated to grow in life and improve their weaknesses. In the test copy and exam copy, feedback is given positively or negatively according to the performance of the teacher students. While showing the answer copy or test copy the educators give some verbal feedback which motivates and encourages the teacher students to do better in their performance next time. Not only during the time of teaching but at any time during this training period the student teachers are given feedback which enlightens the minds and hearts of the students.

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	200	3000	197

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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
2016	197	0	0	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	Numberof smart classrooms	E-resources and techniques used
11	7	5	2	0	0

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

Mentoring of the teacher students is done right from the beginning of the admission. While taking admission some panels are set and the candidate has to go through different panels such as document checking, women related issues, interview Panel, and lastly the principal meets the candidate. The candidates are known right from the beginning and thus they can be guided well after they take admission in the institute. The candidates feel accepted and respected in the institution. After the admission there is orientation program for the fresh students. In this orientation program the principal and all the staff members are involved. The vision and mission of the institute is explained to the newly admitted student teachers. All the rules and regulations of the college are explained. The principal and educators make good rapport with the teacher students. The student teachers feel at home in the institute. They become familiar with the college personnel and atmosphere. They are oriented towards the objectives of teachers. Every Friday in a week, there is one period for mentoring. An educator goes to the class and the student teachers are given opportunity to express their problems and mental situations. The student teachers are free to share some of the experiences they go through while doing their B.Ed. study. In the same way, they have reflection writing every day at the end of classes. Through their writing their experiences show their real life situation. Some of the serious problems emerge in the form of reflection writing. The teacher educators go through the reflection writing to the student teachers and if needed they guide the teacher students personally. There is a cell for guidance and counseling. Some of the problems of the teacher students are handled by this cell. Mainly the psychological problems of the teacher students are handled through this cell. All the teacher educators behave with the teacher students friendly and ready to help them whenever they need some help. In this case the teacher students can approach any of the teacher educators for help. Thus all the teacher educators are responsible for mentoring the student teachers. Student teachers are transformed by mentoring system of the institute. In this institute gender issues are handled well. There is no gender biasness. In every activity the gender sensitivity is maintained. B.Ed. is not meant only for providing degree but caring the students, making the future of the students, guiding the students and develop all round development of the students. Their academic progress is mentored. After completing their B.Ed. study all of them get the job though some of them take little longer time to have teaching job. The principal and other teacher educators help the student teachers to get job after they complete B.Ed. There are many principals or headmasters who approach the principal of the institute for teachers in their schools. Thus they become good citizens of the country and they become the builders of nation.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
200	9	1:22

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
14	11	3	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
2017	Nil	Nill	Nil
2017	Nil	Nill	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	Date of declaration of

			semester-end/ year-end examination	results of semester-end/ year- end examination
BEd	012	2017 (B.Ed. II)	01/05/2017	08/08/2017
BEd	012	2017 (B.Ed.I)	29/04/2017	10/08/2017
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

In this institute there is continuous internal evaluation system. While evaluating the performance of the student teachers, achievement of all the three domains like cognitive, affective and psychomotor domains, are taken into consideration. For the achievement of cognitive domain, tests are administered after the completion of every unit. All the students are provided tests copies of every subject. With the help of these tests the progress of the teacher trainees are assessed. In some of the months test was not conducted. These tests alarm the teacher trainees and give opportunity to reflect about his or her performance. Similarly there are half yearly exam and model exam. These exams help the teacher trainees to do better in the final and last exam of B.Ed. course. In the form of Continuous and Internal Evaluation classroom interactions are helpful to know their understanding and learning level. Sometimes all of sudden some short tests are conducted which help the teacher trainees to be always ready for the test. This makes the teacher trainees to be ever ready for tests. The purpose of these tests is to promote the learning of the teacher trainees. All these test are very much part of cognitive domain. There are other types of Continuous Internal Evaluation in the form of performance. The teacher trainees are given opportunity to develop their personality with the help of various activities. There are some group activities in the institute are part of curriculum in which every teacher trainee gets chance to come forward at the stage or elsewhere. While conducting morning assembly, a group of 10 teacher trainees gets change to overcome stage fear. Also they get opportunity to speech to the audience. There are some group activities and in these activities the teacher trainees are given opportunity to take part in them i.e. group dance, speech, best out of waste, essay writing, handwriting, outreach programs, cultural programs, games and sports etc. and the talents, skills, capabilities, aptitude, are evaluated and these are very much part of the evaluation of psychomotor domain. All these activities are taken into consideration in Continuous Internal Evaluation of the teacher trainees. In the field of affective domain the attitude of the teacher trainees towards education and teaching profession is observed. Their interest towards teaching profession is initiated. There are various courses in the B.Ed. curriculum which motivates the teacher trainees to become effective teachers. For example the subjects related to educational psychology like childhood and growing up and Teaching and Learning are very much related to the learning part of the teacher trainees in the process of two years B.Ed. course. Through this process the attitude of the teacher trainees towards the learning and teaching becomes positive. Thus the affective domain of the teacher trainees is observed and taken into consideration while giving the internal marks. In short, this institute conducts written exam, practical exam, viva voice, unit tests, weekly tests, assignments, seminars, etc. which show that there is Continuous Internal Evaluation system in this institute.

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

Every year academic calendar is prepared to make the teaching and learning process smooth. Academic calendar is very helpful in all curricular and co-

curricular activities of the whole year. It is very meticulously prepared and followed. The vision mission of the institute is taken into consideration while preparing the academic calendar. Usually at the end of the academic year or in the beginning of the new academic year the academic calendar for the new academic year is prepared by the staff members under the leadership of the principal of the college. The purpose of preparing the academic calendar is to arrange all the programs required for the B.Ed. Curriculum. It makes all the staff members and student teacher mentally aware and ready to execute the forthcoming programs. It is helpful for smooth running of the institution. The B.Ed. activities are kept in all the months according to certain procedures. Some of the important events of the college activities are allotted in different months or days of the academic year. Some innovative activities are kept every year so that there some changes in every year's activities. There are aims and objectives of such activities. Most of the activities are kept for the development of every individual's personality. All the activities kept in the academic calendar help the student teachers to have better training for teaching. Along with the classroom teaching there are various activities, workshops and seminars, outreach programs, various competitions, sports and games, educational tours, picnics, celebrations of feasts and festivals, awareness programs and rallies, Street plays, annual functions, teachers' Day, Constitution day, Independence Day, Republic day, College Day, Children's Day, etc. are some of the programs which take place during the year and they can be fixed in some particular days of the academic year appropriately. All these programs of the academic year are fixed after discussing in the staff. All the programs are fulfilled according to the academic calendar. There are some occasions some of the programs sometime may not place on the given dates. In that case some other dates are fixed for that particular task. For example the date of school internship is changed due to some reasons but the school internship program takes place by all means. Therefore sometime some flexibility is required. The academic calendar place a vital role in accomplishing all the programs in due time. It is a guide to do all the requirements of B.Ed. programs. So, special attention is given to preparing the academic calendar. All the staff members and the student teachers are provided with academic calendar. At one glance it can be visualized the whole year programs. The staff members as well as the student teachers become familiar with the yearly programs. In any program is not executed in the fixed time then some other dates are fixed for the same program. But it is a rare case. All the programs of B.Ed. curriculum and co-curricular

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-Outcome1.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
12	BEd	Education	200	200	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)

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
Nil	0	

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

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
No	No	Nil	Nil	Nil	Nill
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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)
National	0	0	0
International	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	2016	0	0	0
0	0	0	2017	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 citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	2016	0	0	Nil
Nil	Nil	Nil	2017	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	2	4	3	2
Presented papers	0	0	0	0
Resource persons	0	0	0	0

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
Educational Tour	Keral and Kanyakumari	9	91
Cleaning the Bus stand	Ambikapur	5	25
Industry Visit	Kerta Sugar Factory	6	95
Visit of Fr. General	International agency	11	197
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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 activites	Number of students participated in such activites
Swachh Bharat Aaviyan	Swachh Bharat Aviyan	Awareness	7	180
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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
Nil	0	Nil	0
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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	17/10/2017	17/12/2017	8

Training	Internship	St. Xavier's Hr. Sec. School, Ambikapur	17/10/2017	17/12/2017	8
Training	Internship	Ambika Mission Middle School (Xavier)	17/10/2017	17/12/2017	5
Training	Internship	A. M. Jubilee Memorial High School	17/10/2017	17/12/2017	6
Training	Internship	Ursuline Hr. Sec. School, Ambikapur	17/10/2017	17/12/2017	8
Trainin g	Internship	St. Johns Middle School, Nawapara	17/10/2017	17/12/2017	6
Training	Internship	Ambika Mission Girls Hr. Sec School Birnibera	17/10/2017	17/12/2017	5
Training	Internship	Ambika Mission Middle School Birnibera	17/10/2017	17/12/2017	4
Training	Internship	Govt. Hr. Sec. School Gandhinagar	17/10/2017	17/12/2017	5
Training	Internship	Govt. Middle School Gandhinagar	17/10/2017	17/12/2017	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	Nill	Nil	0
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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
700000	**661658**

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**
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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 patially)	Version	Year of automation
Nil	**Fully**	**Nil**	**2017**
Nil	**Partially**	**Nil**	**2017**

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	**5594**	**5594000**	**100**	**10000**	**5694**	**5604000**
Reference Books	**943**	**94300**	**50**	**5000**	**993**	**99300**
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	**0**	**0**	**0**	**0**	**0**	**0**
Library Automation	**0**	**0**	**0**	**0**	**0**	**0**
Weeding (hard & soft)	**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	Nill

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 incurredon maintenance of physical facilites
300000	242398	800000	722630.42

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)

Throughout the year some maintenance of the institute is needed. . The whole campus and infrastructure are looked after and taken care of by some appointed responsible persons. In order to make the institute up to date everything is maintained. This institute is a teacher training institute and all the facilities needed for the training of the student teachers are maintained by the institute. There is sufficient infrastructure which requires maintenance every now and then throughout the year. White washing of walls of the infrastructure is done frequently. The roof of the building was leaking in rainy season so another roof was constructed to protect the roof casted and the other purpose of the newly built roof is for the requirement of the infrastructure needed for New Education Policy. This type of construction works needs huge amount of money. So maintenance and develop work of the institute require finance. Repair work like electricity, internet, furniture, computers, LCD projectors and water pump. The principal is the responsible person for these maintenances. Besides the Principal, the staff members are also assigned

for looking after some areas and works. For all these repair and maintenance some budget is made. There are multipurpose halls, classrooms, library, staff room, coordinator room, games room, laboratories, parlor, Educational Technology room, Store room, Examination control room, computer room Principal's office, College office and washrooms, etc. are well maintained. Whenever there is some repair work, it is done soon. Not only the infrastructure is maintained but the whole campus is kept neat and clean. There is flower garden in which some seasonal as well as other flowers are planted. This flower garden is maintained by the non-teaching staff. Even sometimes the teacher trainees are engaged in working in the flower garden so that they may learn about gardening and cleaning the campus. Once a week there is a period assigned to clean the campus which gives the positive attitude towards gardening. The teacher trainees get inspired through these works and the plant some flowers plants in their house garden. Not only that, but also they would be teaching the students about flower gardening. There is a loan in the campus where there is green grass which needs to be trimmed every now and then. A grass trimming machine is used to trim the grass. Games items are taken care of by physical director. The teacher trainees get theoretical knowledge of Indian sports and games and also they play them in order to get some interest in those games so that they would teach them after they become teachers. Maintenance of the college library is done by the library in-charge. Every year some books are bought for the library. There are some more works like automation of the library, ordering some more periodicals and journals are still to be done. The students are always motivated to utilize the library facility and study more books.

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 from institution	Nil	0	0
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 implemetation	Number of students enrolled	Agencies involved
Yoga	04/07/2016	200	St. Xaviers College of Education Ambikapur
Spoken English	04/07/2016	200	St. Xaviers College of Education Ambikapur
Asha Nikuj visiting Special children	22/12/2016	185	St. Xaviers College of Education Ambikapur

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 passedin the comp. exam	Number of studentsp placed
2016	Nil	0	0	0	0
2017	Nil	0	0	0	0
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		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents 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
2016	0	0	0	0	0
2017	0	0	0	0	0
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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
Feast of St. Ignatius of Loyola	College Level	135
Speech Competition	College Level	153
Independence Day celebration	College Level	62
Oath Taking ceremony	College Level	181
Teachers Day celebration	College Level	90
Hindi Diwas	College Level	91
Skit Competition	College Level	168
Falk dance competition	College Level	173
Xavier Day celebration	College Level	183
Annual Function	College Level	190

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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 award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2016	Nil	National	Nill	Nill	Nill	Nil
2016	Nil	International	Nill	Nill	Nill	Nil
2017	Nil	National	Nill	Nill	Nill	Nil
2017	Nil	International	Nill	Nill	Nill	Nil

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

The members of the Student council were selected democratic way by voting system. The staff members observed the voting and the voting took place sincerely following the democratic procedure. All the members of the student council are elected by voting except the President and Vice President. The President and Vice President were nominated on the merit basis. After the formation of the Student Council, there was an Oath taking ceremony. The student council had been entrusted to most of the activities and programs of the college. Throughout the year according to the curriculum activities and programs such as various competitions in groups as well as individual were organized by the student council. Of course some of the staff members were behind them. Similarly various academic and co-curricular activities of the institute were conducted by the members of the student council. This council

organized prayer services on some important festivals like Dussehra, Deepawali, Christmas, Holi, etc. to promote love and respect towards people of all faith. This council promoted active participation of all student teachers in all activities. Cultural activities were conducted by the student council such as Fresher's Day, Teacher's Day, Independence Day, Republic Day, Constitutional Day, Hindi Diwas, Adopted Village program, participation in awareness rallies and awareness programs. Five groups are formed to achieve competitive spirit. For these five groups the student council organized various competitions like Hindi Diwas, Elocutions contests, Exhibitions of Science day, Quiz on Constitutional Day, Cultural Dance, Story-telling, etc. The student council also played a great role in organizing sports and games along with the Sports Day program. Besides these, the student council had another function in the field of administration of the institute. It played like a bridge between the management and the student teachers. They implement the tasks given by the management and principal to the student teachers and the student teachers' opinions and ideas are conveyed by the student council to the management or the principal. The management get help from the student council. In this way the student council works for the smooth running of the institution. The members of student council get good opportunity to develop their personality. They learn a lot. Similarly the teacher students take part in various activities and programs and they also get chance to shape their personality. They student teachers get the idea of democracy. They train themselves in the democratic decision making. They understand the value of democracy in India.

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 :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

The institute took lay collaboration for the smooth running of the B.Ed. program. The mother society entrusted the principal of the college to take care of the requirements and facilities of the institute. The principal took the help of the staff members and also the students to function the activities properly. There were some work divisions for the staff members. The staff members fulfilled their responsibilities. The class coordinators looked after the requirements of the student teachers and also took actions for the improvement of the student teachers. The student council was formed for the proper running of the institution. 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. 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, rallies, 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. 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. 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. The staff members did their responsibilities with whole heartedly.

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
Curriculum Development	This college is affiliated to Sant Gahira Guru University Surguja. The curriculum if provided by the university. Sometimes our faculty members are invited for curriculum development program. Curriculum is constructed by the institute to implement the syllabus given by the university. There are various programs organized by the institution for personality development of the student teachers. Various competitions like speech competition, essay writing competition, cultural dance competition, etc. are organized in the institution every now and then.
Teaching and Learning	Teaching and learning is the main task of B.Ed. All the faculty members are well qualified and teach the

	students according to the needs of time. They make effort to teach the student teachers and the student teachers learn accordingly. 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	The University conducts annual examination and the institute conducts internal examinations. 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	The institute always encourages the faculty members to work in the field of research. Every year it 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 practicum which are all research oriented. The student teachers are also motivated towards research work.
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 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. The student teachers are encouraged to read library books. The student teachers take interest in reading library books.
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 programs. This is done by sending the staff members for some seminars, workshops, training programs and capacity building programs.
Industry Interaction / Collaboration	Every year student teachers of B.Ed. get 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 and also the social atmosphere of the factory and people around 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. The people get job in the factory. The farmers cultivate sugar cane and get profited.
Admission of Students	SCERT Raipur conducts entrance test for B.Ed. Admission. After the entrance test there are two types of admission of students taken 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 conducted by SCERT Raipur. 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.

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

E-governace area	Details
Planning and Development	The institute has its own official e-mail accounts. Most of the official information is sent through e-mail. The students are 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. Ordinary day to day information to the students and staff members are given through whatsapp.
Administration	There are CCTV cameras to look around the classrooms and campus. The institute is run by the Society of Jesus. Under which Xavier Institute of Surguja is looking after this institute. The Provincial of M.P. and Chhattisgarh Jesuit Society is the president of this college. Thus the president is the responsible for the running the institute. He appoints the Principal and other authorities for the better functioning of the institute.
Finance and Accounts	The payment of employees is done through bank transfer. EPF submission is done online. Cashless payment is preferred for day to day expenses. Tally program 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. Besides the annual examinations, there are internal examinations such as weekly test, monthly tests, half yearly exams, model exams and these tests and exams are used for giving internal marks.

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
2016	Miss Benedicta Bara	Workshop On Two Years Course B.Ed. Content Selection	SCERT Raipur	2000
2016	Sushil Tigga	Workshop On Two Years Course B.Ed. Content Selection	SCERT Raipur	2000
2017	Miss Benedicta Bara	Gender, Human Rights, Sustainable Development and Empowerment Training	Himanchal Pradesh	23000
2017	Mr. Bhairab Bhaumik	Gender, Human Rights, Sustainable Development and Empowerment Training	Himanchal Pradesh	23000
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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)
Nill	Nil	Nil	Nill	Nill	Nill	Nill
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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
Orientation Programme for Two Years B.Ed. Curriculum: Teaching Learning Process	2	08/01/2016	09/01/2016	2

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
4	7	0	9

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. The audit sheets are used for various purposes. 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.

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	Nill	Yes	IQAC
Administrative	No	Nill	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
2016	Orientation	26/03/2016	04/07/2016	04/07/2016	55
2016	Workshop onnTeaching Methodology	26/03/2016	11/07/2016	12/07/2016	73
2016	Celebration of Feast of St. Ignatius of Loyola	16/06/2016	31/07/2016	31/07/2016	135
2016	Speech Competion	16/06/2016	13/08/2016	13/08/2016	153
2016	Celebration of Independence Day	16/06/2016	15/08/2016	15/08/2016	62
2016	Oath Taking Ceremony	15/06/2016	02/09/2016	02/09/2016	181
2016	Teachers Day Celebration	15/06/2016	14/09/2016	14/09/2016	90
2016	Hindi Diwas	15/06/2016	14/09/2016	14/09/2016	91
2016	One Act Play	15/06/2016	17/09/2016	17/09/2016	168
2016	Falk Dance Competition	15/06/2016	24/09/2016	24/09/2016	173
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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
Speech Competition	13/08/2016	13/08/2016	120	33
Oath Taking	02/09/2016	02/09/2016	140	41
Hindi Diwas	14/09/2016	14/09/2016	55	36

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
2016	1	1	22/12/2016	1	Visiting Special ChildrenAsha Nikunj	Inclusive Education	185
2017	1	1	19/01/2	1	Visit	Factory	94

			017			of Sugar Factory	System
2017	1	1	03/02/2 017	1	Cleaning mission	Swachh Bharat Aviyan	97
2016	1	1	26/12/2 016	12	Educati onal Tour toKeral, Kanyakuma ri	Educati onal Tour	100

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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	15/06/2016	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
Nil	Nil	Nil	Nil

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

• Green campus: This institute did many things for cleanliness and green cover reducing pollution. For the green cover around the college building the teacher trainees of each group planted some trees separately in the campus and also went to nearby villages around the month of July to plant trees. The plants were taken care of till they grew up. These efforts were made by the institute to maintain green cover and keep the environment clean and free. This was an effort by the institution to maintain pollution free health environment. • Herbal Garden: For the healthy environment herbal garden has been developed in which 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. • Rain water harvesting: The rain water falling on the roof of the college building was collected in the usual way and the rain water falling in the campus was collected through drains into the pond. The pond water is irrigation of flower and show plants in the campus. • Clean Campus: The college campus was kept neat and clean throughout the year. All the rooms and washrooms were cleaned every day. Phenyl was sprinkled in washrooms and other places after cleaning them. Even the student teachers are given chance to clean the campus once a week so that they may realize the cleanliness. • Flower Garden: Flowers made the campus attractive for the visitors. Seasonal flowers were planted and looked after the flower garden well.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 1. Title of the Practice: Prayer Assembly 2. Objectives: The prayer assembly in the college is meant for participation, all-round development, overcome stage fear, unity, peace, love, sense of God and spirituality, opportunity for learning and beginning the day. 3. Context: Prayer assembly refers to a group of students and teacher gathering before starting the learning and teaching works in schools or colleges in which some prayers, pledges, national anthem etc are formally are sung. Any type of information is told by the principal in the prayer assembly itself. Prayer assembly is right time to make everyone aware of school or college related information, orders and instructions. If the students are awarded for their achievements then the prayer assembly is appropriate for these also. The prayer meeting boosts the morale of the students and teachers. At this time, the teachers and students get inspiration. The college starts with the prayer assembly which motivates towards community participation. 4. The Practice: • Every day the class days began with the prayer assembly from 8.30 A.M. to 9.00 A.M. • All the teacher trainees gathered together for prayer assembly. • Every group became responsible for conducting prayer assembly and regularized themselves for prayer assembly. • The prayer assembly every day during class days began with the prayer assembly. • The main aspects of prayer assembly were physical exercise, thought for the day, news reading, do you know questions, and a skit. Along with that one of the teacher educators gave feedback about the conduct of prayer assembly. Then the principal gave some information and instruction. Lastly the anthem was song and the prayer assembly got over. 5. Evidence of Success: • The teacher students overcame stage fear. By performing skits, reading news, asking do you know questions, leading physical exercise, giving thought for the day, leading the prayer they developed their personality and leaned a lot by getting feedback during the prayer assembly from the teacher educators. • They understood the importance of prayer assembly. • They became regular for prayer assembly. • The principal of the college gave some information and instruction every day before starting the 6. Problems Faced and Resources Required: A few teacher trainees got late for the prayer assembly. Those who came late for the assembly, they had to go to the principal for chit. The principal instructed them to come in time for the prayer assembly. Sometime the prayer assembly was conducted without much preparation. A teacher educator assigned for the feedback gave remarks about it and asked them to come prepared. Best Practice 2 1. Title of Practice: Daily Reflection Writing 2. Objective: • To inculcate in the mind of the teacher trainees the sense of reflection. • To promote the teacher trainees for higher order of learning • To have introspection and realization. • To make the teacher trainees reflective persons. • To have concentration of mind and heart and get evaluation of the experiences and learning • To enable the teacher trainees to articulate their thoughts and experiences. 3. Context: In life there is need of time for reflection about oneself. Everybody is busy in day to day activities. In that situation if he or she spares time for reflection about mental disposition, it would be helpful for the shape the future life. The teachers of today require some deep refection about the future of the students, whom they are teaching. 4. Practice: During class days, every day the reflection writing was done from 2.50 P.M. to 3.30 P.M. and while the reflection time all the teacher trainees kept silence. Every student teacher has got a copy for reflection writing. They write their own experiences of the day and also express their learning outcomes of the day. They also write down their mental disposition during the and specially during the class hour. 5. Evidence of success: The teacher students got habituated to write journal and through this process they began to think and reflect. They got the habit of writing of ideas, thoughts and experiences which can be read out even later on. This practice made the teacher students

reflective teachers. 6. Problems faced and resources required: • Some of the students wrote their journals without having much reflection and refection writing became just routine work. Every day the refection copy was observed and signed by the teacher educators so if it was the case the teacher educators personally met them to bring some improvement in their reflection writing. • Sometimes silence was not maintained properly during the reflection writing. The class coordinators or the principal himself walked around the classroom during the reflection writing time.

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/Prayer-Assembly-and-Daily-Reflection-Writing-2016-17.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

Daily Journal Writing This institute is very regular about daily reflection writing. Right from the beginning of the academic year, the teacher trainees are instructed to write their own experiences and feelings of the day in form of journal writing. During class days, every day the reflection writing is done at the end of the classes from 2.50 P.M. to 3.30 P.M. and during the reflection writing time all the teacher trainees are kept silence. The class coordinators or the principal himself walks around the classroom during the reflection writing. So that the teacher students may get appropriate atmosphere for reflection writing. Every student teacher has got a copy for reflection writing. While writing the daily reflection the student teachers pay attention to the following points – (1) what are the areas which they learnt most? (2) How did they learn? (3) What are the points which they found difficult to learn? (4) What are the insights they received that day? (5) Was this day better than the last day? They write their own experiences of the day and also express their learning outcomes of the day. They also write down their mental disposition during the day and especially during the class hour. They write freely and to a great extent openly. They express their feelings and sentiments in the field of teaching learning process. The daily reflection copies are submitted to the mentors every day. The mentors go through the reflection writing of the teacher trainees. If needed the mentors give some written feedback according to the written reflection. They encourage the teacher trainees by giving some appropriate feedback and also do some correction in their writing. When some serious and important issues emerge in their writing the mentors personally meet the particular teacher trainees and do some counselling or give some advice to do better in the field of learning or other areas of life. The reflection writing helps the teacher trainees to become successful in our life. Through reflection writing the student teachers inculcate in the mind the sense of reflection. They get promoted to higher order of thinking. Reflection writing helps the teacher trainees to have introspection and self realization. It helps the student teachers to become reflective persons. It is useful for concentration of mind and evaluation of the experiences and learning. It gives opportunity to enable the teacher trainees to articulate their thoughts and experiences. The teacher students get habituated to write journal and through this process they begin to think and reflect. They get the habit of writing of ideas, thoughts and experiences which can be read out even later on. This practice of reflection writing makes the teacher students reflective teachers.

Provide the weblink of the institution

https://stxavierscollege.co.in/wp-content/uploads/2023/01/16-17.pdf

8.Future Plans of Actions for Next Academic Year

1. Renovation of Library: Library is to be renovated in order to provide better library and provide conducive place. 2. Addition of new multipurpose hall: To construct multipurpose hall in addition to library in the coming year. 3. Offering Spoken English to student teachers and educators: To create proficiency in English in student teachers and educators, spoken English classes will be introduced. 4. Generating reading habits: To cultivate and generate reading habits, dailies in Hindi and English will be provided. 5. Capacity building of educators: It was decided that every year two three educators would go for training in particular aspects of teachers formation.