



Yearly Status Report - 2017-2018

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		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		MS. PRITY CHANDOLA			
Phone no/Alternate Phone no.		07774230338			
Mobile no.		7828052030			
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/Academic-Calendar-2017-18.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		
Orientation	01-Jul-2017		132		

	1	
St. Ignatius Day	31-Jul-2017 1	162
International Teaching Forum by the Students of Belgium	10-Aug-2017 1	183
Speech Competition	11-Aug-2017 1	175
Career Guidance by AICUF	25-Sep-2017 1	190
Christmas Program	22-Dec-2017 1	177
Asha Nikunj	21-Dec-2017 1	188
Republic Day	26-Jan-2018 1	194
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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	2018 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)

PICNIC

EDUCATIONAL TOUR

VISIT OF SPECIAL CHILDREN

VISITING ADOPTED VILLAGE

SUGAR FACTORY KERTA VISIT

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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
Workshop on Quality teaching	To equip teacher educators and student teachers experts were invited to enable them. For follow up their learning-teaching a mechanism was developed to help them. Principal was responsible person.
Preservation of homely campus	The staff and student teachers were divided in five groups. All were involved in caring for campus. General cleaning was done every weekened.. Supervision was done by the campus cleanliness committee.
Review of enhancement programs	Before the course of academic year 2017-2018 began, Assit. Profs. Ms. Benedicta Bara and Mr. Bhairab Bhowmik were sent to Dharamshala, Himanchal Pradesh. They joined training programme for two weeks (June 21-July 5, 2017. Gender issues were dealt ineducating the students and society. We trained teachers for the new course Training on "Leaders for Tommorrow' was offered by AIACHE in Chennai at Physical Education, YMCA. Ms. Poornima Bhagat and Ms. Aruna Kindo the student teachers and Ms. Prity Chandola, Mr. Anand Xess participated in this training program wholeheartedly. It was June 26-29, 2017.
Orientation Program	The student teachers were motivated for B.Ed. Curriculum.
Mentoring of student teachers	There were two types of mentoring at the time of school internship, the faculty members and respective school

	teachers. Mentoring was provided to make mentee more professional. By way of observation and interaction mentors encouraged to become real teachers.
Preparing men and women for others	Some adequate mechanism for preparing men and women for others was developed.
Review of teaching learning program	Meetings of B.Ed. Part I and Part II were held two hours in two weeks. The strengths and shadows were shared among themselves. Entire teaching faculty was present to listen to them about their joys and sorrows, gain and loss in teaching and learning. Suggestions were proposed. Minutes were brought to the staff meeting and delivered to go forward.
Selection Process of minority students	Invitation was given to the desirable Christiana candidates. Applications were submitted to the institute. Pannel interviewed the candidates. Eligible candidates were selected for the minority seats and then admitted.
Admission process for first year (201719)	SCERT Raipur selected the candidaes according to the merit. Candidates were put forward their options to choose teacher education institute. While verifying their academic documents they were interviewed and guided to join according to their choices. Head and the faculty members gave exposure to objectives and system of the training. And helped them to join the teacher education.
Maintenance of infrastructure	A committee was formed to maintain infrastructure of Teacher Education. They saw needs of the infrastructure and proposed meet the needs.
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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;">21-Jul-2017</td> </tr> </tbody> </table>		Name of Statutory Body	Meeting Date	Governing Body	21-Jul-2017
Name of Statutory Body	Meeting Date				
Governing Body	21-Jul-2017				
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	2018
Date of Submission	20-Jan-2018
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

Curriculum of two year B.Ed. course involves a lot of activities. The Syllabus is provided by the university to which this college is affiliated. Syllabus of B.Ed. College involves the theoretical part of the course. In order to make the curriculum much more effective and meaningful, there are many activities are performed by the teacher trainees. Thus B.Ed. becomes an activity oriented and experience oriented course. The principle of leaning by doing is followed. Being a training college, there are some purposeful activities throughout the year. They can be divided into three major parts. For the spiritual development of the teacher trainees some programmes like Yoga is conducted throughout the year. Some of the important feasts and festivals are celebrated in the college in the form of prayer services. There are some major Indian feasts and festivals such as Independence Day, Feast of St. Xavier's College Of Education, Ambikapur Ignatius of Loyola, Dussehra, Dipawali, Christmas, Republic Day, Holy etc. are celebrated in the form of prayer service. There is religiosity in the hearts of every teacher trainee. Thus these occasions become the sources of inspiration for respect for each religion and persons of every religion. In this way becomes the sources of national integration. These programmes bring fraternity, brotherhood, love, peace and harmony among the students of different castes and creed. For the physical development of the teacher trainees, every Saturday is meant for some games and other activities related to physical work. There are five groups and some matches are arranged. There are volleyball, basketball, cricket and similar games are conducted mainly on Saturdays of the year. The purpose of these games is not only for physical exercises but it also gives motivation to the teacher trainees that they would teach the students about games in the future when they will become teachers. Besides games there are other physical activities such as cleaning the campus, stages programmes like dancing, playing drums and other instrument which not only gives enjoyment but also it gives physical exercise indirectly. For the mental development of teacher trainees the classes are taken on the regular basis. According to the syllabus different subjects are taught in the classes and the teacher trainees construct the knowledge of different areas which are given in the course. The syllabus of B.Ed. is well chosen. It comprises of all the subjects necessary for a teachers. So as the teacher trainees go through the courses, they mentally get enriched. They feel comfortable in their way of thinking and understanding about their teaching professions. Much time is spent for intellectual development of the teacher trainees. The teacher trainees learn how to think and also their reasoning capacity is built up. All the educators of teach the students and the students are made to think and understand the course. Model exams, tests and some other ways of evaluation are used to know the progress of the teacher trainees. The teacher trainees are emphasized on Assessment for Learning instead of Assessment of learning.

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	0	Nil

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	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	Nil	0
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1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Orientation for Internship (B.Ed.I)	100
BEd	School Observation (B.Ed.I)	100
BEd	School Internship (B.Ed.I)	100
BEd	School Internship (B.Ed.II)	100
BEd	Sugar Factory Visit	98
BEd	Educational Tour to Ooty, Mysore and Bangaluru	84
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
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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

There are many ways and means by which feedback of the students and the institute can be obtained. Reflection writing is one of the reliable means of teacher trainees' feedback. They write their own personal experiences of the day. In their writing some of the points they highlight are as follows: What are the areas which they learnt most? How did they learn? What are the points they found difficult to learn? What are the insights they received? Was this day better than the last day? They write freely about their both positive and negative experiences. They also feel free to express their shortcoming. Detail of it, is submitted and the staff members and the principal go through these writings of the teacher students. They give some remarks in the reflection copies according to their writings. The staff members give their feedback to the student teachers and the student teachers get encouragement by the staff members. Through the feedback given by the staff members, the student teachers improve in their learning. Some of the personal problems of the student teachers are solved with the help of reflection copies. These copies are very much helpful to know the mental attitude of the student teachers. After reading the reflection copies of the teacher trainees, the staff members come to know the limitations of the teacher trainees. The staff members come to know the needs of the student teachers. So they can lead the student teachers to the right way. Their shortcomings may be corrected. In this way reflection copies of the student teacher are of great important for the institution. The institution gets feedback and according some improvement is done by the institute. The institute according to the feedback of the student teachers tries to create learning atmosphere. This institute is always trying to something new for the learning of the student teachers. It is providing some new additional infrastructure for better learning facilities. Providing more and better facilities are the outcome of feedback. The institution is always striving for improvement and betterment. During the time of internship the mentors give feedback to the student teachers and there are ample opportunities for improving in their teachings. The teachers of the particular internship school also give some feedback to the student teachers which help the teacher trainees to improve their teaching. Both written and oral feedback is given by the mentors. After every activity in the college, feedback is given by either the principal of the staff members. The student teachers take the feedback positively and bring some improvement in their performance. During the time of assembly some, there is an occasion for feedback. A particular group conducts the morning assembly and after the conduct of assembly, a staff member gives feedback about the performance of the group members individually and collectively. Thus the institution is growing with the help of feedback received from the staff members, student teachers and stakeholders.

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
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BEd	Education	200	2000	200
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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
2017	200	0	14	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
14	7	7	2	0	0

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

Students mentoring system is available in the institute. After the admission, the student teachers are mentored. Externally the newly admitted teacher trainees are provided college uniforms and identity cards which symbolize the identity of the institute. But internally they are given some inputs in the form of orientation. They are oriented towards the teacher training. Through the orientation program, the student teachers get ready to have teacher education. Before entering the course the teacher trainees are given orientation. Through the orientation program, the teacher trainees are mentally and physically prepared for the forthcoming B.Ed. course. The teacher trainees are always taken care psychologically and mentally. There is a Women Cell where the teacher trainees can have guidance and counseling. Not only those who need counselling but even those who are mentally alright, they are also free to go for some counselling to do better in the studies and other works. During the time of morning assembly, the principal gives some instructions which are helpful to nurture the teacher trainees. The principal has always vision that the teacher trainees would grow in life and society. He orients the teacher trainees to become builders of the nation. In the process of nurturing the teacher trainees, the staff members observe the studies, tasks, and all activities of the teacher trainees and if needed they guide them personally. Especially during the time of school internship, the teacher trainees get help from the mentors and thus they improve in their teaching. The mentors make round of all the schools where the teacher trainees go for their school internship. The teacher trainees are guided and helped in their teaching profession. In a human way, whoever needs some help, he or she is given help. During the time of some activities in the institute related to teaching learning process the mentors are there to guide the teacher trainees. There are some group activities in the college and all these group activities are observed by the mentors and if needed the mentors give some suggestions and proper guidance. This is the way mentoring of the teacher trainees throughout their B.Ed. course is done. After half yearly examination and model examination, some time is spared for the teacher trainees to look into themselves what are the performances in the examination. In case if a teacher student is not up to the marks then he or she is given attention and asked him or her to see into this matter for improvement. As the purpose of B.Ed. course is to produce qualified teachers, every activity and task of the teacher trainees if looked into consideration. Two years B.Ed. course is meant for the formation of the teachers so every teacher trainee who is given admission in this institute, has to flourish in teaching skills and other areas of personality and quality of a teacher. All these become possible with the help of proper mentoring of the teacher trainees. Throughout the year the student teachers are taken care.

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

14

1:14

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
16	14	2	0	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	Nil	Nil
2018	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	2018 (B.Ed.II)	07/05/2018	13/08/2018
BEd	012	2018 (B.Ed.I)	05/05/2018	15/08/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

This institute gives importance to continuous internal evaluation system. All the three domains such as cognitive domain, affective domain and psychomotor domain are taken into consideration while evaluating the student teachers' performance. 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. There is evaluation always some way or the other either in the form of oral or written. The feedback, mentoring, system all are indirectly part of continuous internal evaluation.

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

Academic calendar is very helpful in all curricular and co-curricular activities of the whole year. Preparing Academic Calendar is one of the great tasks of the institute. 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. All the staff members are involved in the preparation of the academic calendar. 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 activities are conducted according to 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-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
012	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)

<https://stxavierscollege.co.in/wp-content/uploads/2022/12/SSS-2017-18-merged.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
Nil	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	Nil	

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
Nil	Nil	Nil	Nil	Nil
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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
Nil	Nil	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
Nil	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	Nil	0	0
International	Nil	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
Nil	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
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Nil	Nil	Nil	2017	0	0	0
Nil	Nil	Nil	2018	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	2017	0	0	0
Nil	Nil	Nil	2018	0	0	0
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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	4	0	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
Visiting International Students	Belgium Collaborating Agency	11	183
Carrier Guidance by AICUF	AICUF	10	190
Sugar Factory Kerta Visit	Sugar Factory	8	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
Nil	Nil	Nil	0
No file uploaded.			

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
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Visiting International students	Belgium Collaborating agency	Belgium students visit our college students	11	183
Carrier Guidance by AICUF	AICUF	Carrier Guidance	10	190
Industrial visit	Factory manager	Visiting Sugar Factory Kerta	8	95
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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	Nil	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	Mont Fort School Godhanpur, Ambikapur	17/07/2017	17/07/2017	2
Training	Internship	High School Bauripara, Ambikapur	17/07/2017	17/11/2017	3
Training	Internship	Ursuline English Medium Ambikapur	17/07/2017	17/11/2017	3
Training	Internship	Govt. Hr. sec. School Sargawan, Ambikapur	17/07/2017	17/11/2017	4
Training	Internship	A.M. Jubilee Memorial School Ambikapur	17/07/2017	17/11/2017	3
Training	Internship	Govt. Middle School Sargawan	17/07/2017	17/11/2017	3

Training	Internship	Govt. Middle School Andhla, Lakhanpur	17/07/2017	17/11/2017	4
Training	Internship	Govt. High School Andhla, Lakhanpur	17/07/2017	17/11/2017	3
Training	Internship	St. John's Middle School Ambikapur	17/07/2017	17/11/2017	4
Training	Internship	Govt. Boys Hr. Sec. School Lakhanpur	17/07/2017	17/11/2017	3

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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
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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
5000000	4979105

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
Video Centre	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Classrooms with Wi-Fi OR LAN	Existing

Total	22	1	2	6	1	2	3	100	0
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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
700000	60102	600000	567869

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 were well taken care. The principal, teaching and non-teachings staff members and the teacher trainees had been given to look after the campus and the infrastructure. The beauty of the campus was 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 was the beauty of the campus. The whole campus was kept neat and cleans throughout the year. There were some work-divisions done for the staff members. Every staff member was given some responsibility to take care of the campus and other facilities. All the teaching and non teaching staff members carried on their responsibilities. There is loan of grass besides the flower garden. The grass of the loan was cut whenever needed. This kept the campus green though the flower plants and other show plants including herbal plants altogether made whole campus neat and clean. There are supporting staff members who looked after the cleanliness of the rooms of the building. The first task of the supporting staff members was to clean all the rooms such as Principal's office, clerk office, staff room, classrooms, class coordinator room, halls, corridors, etc. The washrooms were kept clean. Every day phenyl was sprayed. Some of the staff members were appointed to look after the cleanliness of the campus and infrastructure who always kept watching. In case when the cleaning was satisfactory then they reminded the supporting staff to clean well. The teacher trainees were given some motivational instruction to keep the campus and the rooms neat and clean. Therefore they cooperated in keeping the rooms and other places neat and clean. Some necessary instruments 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 were provided by the institute. There are playgrounds for Football, Volley ball Basketball and other games also. Football, Volley ball, basketball, kho kho, kabaddi and other games were played by the teacher trainees during the year when instructions went on. There is a sports director kept all the game articles up to date. There are laboratories though there were not many materials and apparatuses for different practical. Whitewashing of the building was done regularly it gave good look of the building. The library books were arranged systematically by the librarian. There is a plan to add some books

every year. There is computer lab 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 wrote all the articles in the computers before they gave for final printing in the press. The over all in-charge of all the maintenance was the Principal of the College. He looked at the needs of the college and accordingly he tried 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 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	05/08/2017	200	St. Xaviers College of Education Ambikapur
Visiting Special Children at Asha Nikunj School	21/12/2017	188	Asha Nikunj Special School Ambikapur
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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
2017	Nil	0	0	0	Nil
2018	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	Department graduated from	Name of institution joined	Name of programme admitted to
2017	0	0	0	0	0
2018	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
Nil	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	132
Freshers Welcome Program	College Level	167
Welcoming of Belgian Students	College Level	183
Speech Competition	College Level	175
Independence Day Celebration	College Level	182
Teachers Day Celebration	College Level	185
Xavier Day Celebration	College Level	195
Christmas Program	College Level	177
Republic Day Celebration	College Level	195
Annual Function	College Level	220
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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
2017	Nill	Nill	Nill	Nill	Nill	Nill
2018	Nill	Nill	Nill	Nill	Nill	Nill
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 is formed by the election in democratic atmosphere in this institute. After the admission of all the students the election takes place. A date is fixed for the election of the student council members. The purpose of responsibilities of each cabinet member, are explained by the Principal of the college before the election takes place. The functions of the student council are of great importance in running the daily activities of the college. All the student teachers and staff members gather together in the hall. Some candidates are proposed for different posts in a healthy atmosphere. The election is conducted for the post of (1) President, (2) Vice President, (3) Secretary, (4) Joint secretary, (5) Discipline In-charge one male student teacher and the other female student teacher, (6) Cultural program In-charge one male student teacher and the other female student teacher, (7) Games and Sports In-charge one male student and the other female student, (8) Class Coordinators two male student teachers and two female student teachers. In student council, number of both male and female students, are taken into consideration. In other words gender equity is taken into consideration in the student council election process.

Democracy is maintained throughout the process of election of the student council. After the election is over, one of the dates is fixed for oath taking ceremony of the cabinet members. A Chief Guest is invited for the oath taking ceremony and the ceremony takes place solemnly. It is the principal of the college who receives the oath in the form go written paper. In all the activities prescribed by the IQAC, the cabinet members are leading figures. Stage programs, feasts and festivals, different competitions, picnics, educational tours, Awareness programs, cleaning the campus, organizing different games etc. all these are conducted by the cabinet members under the guidance of the Principal and staff members. In this process the cabinet functions as the bridge between management and students. The student council is responsible for better functioning of the college activities. The cabinet can take some new initiatives for the betterment of the college and students. To a great extent, in this college the functioning of the student council is of great help for the administration and management of the college. On the other hand the cabinet members get good opportunity to become leaders and get change to do many works and they develop their personality and other human qualities. They gain self confidence with themselves. They get the chance of learning by doing. The student council is helpful for the achievement of the vision and mission of the institute. The student council is helpful in running the institute and the purpose of education is achieved to a great extend. The student council is very helpful for the members of it. In future they may become leaders and they can do something great for the nation building.

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 :

Nil

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 vision of the institute is "Enkindling the prospective teachers and others with love, faith, and human values establish a just, harmonious and humane society". The mission of the institute is as follows : to form our students as persons of Competence, Conscience, Compassionate and Commitment to develop the leadership qualities in our students so that they become committed leaders to foster an intellectual curiosity in our students, a culture of hard work, a growing sense of personal responsibility for one's training and openness to lifelong growth in other areas of life To promote intellectual depth through critical thinking and making right decision to cultivate more confidence and spirit of service and develop self concept to strengthen their ability in communication of their views effectively to produce a band of committed teachers who would be agents of social change to deepen understanding, knowledge about mother earth and the caring attitude towards common home to accompany youth in search of meaningful life and hope for future to strive for Magis, AMDG. These Vision and Mission of the institute can be obtained by decentralization and participative management of the institute. The main authority of the management of the institute is the mother society which is responsible for the welfare of the college. The college is run by the Society of Jesus and specially Madhya Pradesh Jesuit Society. Under this, Xavier Institute Surguja is the registered society which is managing society. The chief authority and the President of this institute is the Provincial of Jesuit Society of Madhya Pradesh Province. Therefore for every major decision of the college is taken by the Provincial. The management gives responsibility to the principal together with IQAC of the institute, Staff members, Student Council, etc. Various academic and non-academic activities are conducted in the institution for the accomplishment of the vision and mission of the institution. There is work division of the staff members. Besides teaching, there are some other activities which are organized by the staff members. There are stage programs, cultural programs, different types of competitions among the student teachers, sports and games, outreach programs, excursions, class picnics etc. All these activities are organized in such a way that all these programs go on smoothly. There are class coordinators to facilitate all academic and non-academic programs. There is discipline committee to look after the discipline of the teacher students. There is cultural committee to look after the cultural activities and various competitions. All these committees function well in democratic atmosphere. The teacher educators as well as the teacher students get opportunity to do some responsible works. The students council is assigned for some common works of the institute. It functions well in running all the activities of the institution and the members of the students council after being selected in democratic way, they realize their responsibilities and try to do their best. In this way the management and college staff and students along with the principal play great role for better functioning of the institution.

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	<p>This 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 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. The curriculum of the college helps the student teachers to develop cognitive, affective and psychomotor domain.</p>
Teaching and Learning	<p>Learning and teaching is the importance task of B.Ed. curriculum. 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 and Workshops are organized as per the requirements of the curriculum.</p>
Examination and Evaluation	<p>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. All the three domains such as cognitive, affective and psychomotor domains are</p>

evaluated. 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.

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. This institute is still lagging behind in the field of research tempo.

Library, ICT and Physical Infrastructure / Instrumentation

Library facility in this institute is sufficient. College library consists of more than 7 thousand books. Every student gets a library card and issues books for his/her personal 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. There are some magazines. Use of ICT in teaching makes the teaching learning process much more effective. 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.

I visit sugar factory Kerta in Surajpur District. The main purpose of visiting this factory is to observe 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 cooperate with us. Large amount of sugar is produced every year through this factory. 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

First of all there is entrance test. 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 and according to merit basis names of the candidates are allotted. . Thus the students are taken admission.

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

E-governance area	Details
<p>Planning and Development</p>	<p>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.</p>
<p>Administration</p>	<p>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</p>

	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
2017	Miss Prity Chandola	Leaders for tomorrow	Chennai	5000
2018	Sushil Tigga	10 Days Workshop on SPSS	Pt. Sundarlal Sharma Open University Bilaspur	3000

[View File](#)

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
7	8	5	3

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	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 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
2017	Orientation for students	17/06/2017	01/07/2017	01/07/2017	132
2017	Celebration of Feast of St. Ignatius Loyola	17/06/2017	31/07/2017	31/07/2017	162
2017	Welcome of Freshers	17/06/2017	05/08/2017	05/08/2017	167
2017	International Teaching Forum by the students of Belgium	17/06/2017	10/08/2017	10/08/2017	183
2017	Speech Competition	17/06/2017	11/08/2017	11/08/2017	175
2017	Celebration of Independence Day	17/06/2017	15/08/2017	15/08/2017	182
2017	Teachers Day Celebration	17/06/2017	05/09/2017	05/09/2017	185
2017	Career Guidance by	21/08/2017	25/09/2017	25/09/2017	190

	AICUF				
2018	Educational Tour	21/08/2017	27/01/2018	04/02/2018	84
2018	Annual Function	21/08/2017	11/04/2018	11/04/2018	136
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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	11/08/2016	11/08/2016	140	35
Educational Tour to Bangaluru, Ooty and Mysore	27/01/2018	04/02/2018	57	27

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	Number of	Date	Duration	Name of	Issues	Number of
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	initiatives to address locational advantages and disadvantages	initiatives taken to engage with and contribute to local community			initiative	addressed	participating students and staff
2017	1	1	10/08/2017	1	International Teaching Forum by the Students of Belgium	Interaction	183
2017	1	1	21/12/2017	1	Visiting Special Children Asha Nikunj	Inclusive Education	188
2018	1	1	07/02/2018	1	Sugar Factory Visit	Factory System	89
2018	1	1	21/01/2018	9	Educational Tour to Bangalore, Ooty and Mysore	Educational Tour	84
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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	15/06/2015	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
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)

- **Develop plastic free campus:** The whole world is troubled by plastic waste. Plastic waste is causing pollution and huge damage to the environment. That is

why ban on plastic has been rising loudly and it is banned in our college. That is why the teacher trainees use lunch box instead of plastic bag. This is to make our college campus plastic free campus. • Create pedestrian friendly roads in the campus: In St. Xavier's College campus pedestrian friendly roads have been made for the teacher trainees and the staff members to reach the college from the main gate. • Green landscaping with tree and plants: The campus of the institute has green landscapes all around and tree plantation is done every year in the month of July-August in which fruit trees, shade trees, medicinal plants, flower plants etc. are planted and they are looked after the teacher trainees. The teacher trainees are made aware of the importance of trees they are encouraged to take initiatives to plant many more trees. • Encouraging use of bicycles/E-vehicles: In view of the increasing pollution and ever-increasing demand of petroleum products this institute motivates the teacher trainees to come to college by bicycles or electronic vehicles once a week. In view of inflation also it becomes necessary that we have to look for other options. Use of these options will reduce the dependence on petroleum products. There will be reduction in air pollution. There will be also reduction in air pollution and this institute believes that electronic vehicles are a good option to reduce noise pollution along with air due to low repair cost. For this reason the teacher trainees are encouraged to use bicycles or electronic vehicles. • Move towards Paperless office: A paperless office is a work in which the use of paper is eliminated or greatly reduced. This is done by converting documents and other papers into digital form. Moving to a paperless office means documenting and sharing information in the digital medium instead of using papers. This concept is extended to communicate outside the office. In our institute a lot of work is done through computer and whatever information is asked by the university, immediately it is sent through e-mail. For teaching the student teachers, PPT is prepared and presented in the class. Information to the students is given either by website or WhatsApp and in this process also paper is not used. In this way our office is moving towards paperless office.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice - 1 1. Title of Practice: Flower Garden and Green Campus 2. Objective: • To create sense of Aesthetics among the teacher students and staff members • To promote positive attitude towards environmental awareness and cleanliness • To save the mother earth by growing trees and plants which in due time give oxygen to breath in and create good and conducive environment for teaching and learning • To inculcate the sense of cleanliness and beauty in the minds of the students teachers and the staff members by keeping the campus neat and clean and beautiful by planting attractive flower plants and green plants. 3. Context: One of the Vision Mission of the institute is to deepen understanding, knowledge about mother earth and the caring attitude towards common home. A healthy mind resides in a healthy body. Similarly healthy mind resides in neat and clean environment. Therefore a good flower garden and green campus keep the minds and hearts of the teacher students and staff members healthy. Neat and clean campus with beautiful flower garden and green trees keep the environment conducive for learning and teaching. The teacher trainees feel happy and in this atmosphere teaching learning process go on smoothly. 4. The Practice: The institute appoints some responsible persons for taking care of the college campus. Mainly the principal of the college is responsible for the cleanliness and beauty of the college premises. The principal makes a committee to beautify the campus with flower plants, green tress and other decorations. There are areas allotted for flower plants, show plants, herbal plants and green loan. At the back of the college building there are some big trees which provide oxygen and keep the campus cool. Mostly the seasonal flowers of different varieties are planted in different flower beds. The

responsible persons look after the flower garden and they fulfill the needs of the plants. Cow dung is used for fertilizer. The concept of medicinal garden is very much alive here. A part of the garden is kept only for medicinal plants.

5. Evidence of success: The teacher trainees became aware of the clean environment and beauty of the campus. They learnt to keep the room and campus neat and clean. There came aesthetic sense in the minds of the student teachers. 6. Problem faced: Some of the teacher trainees did not have positive attitude towards giving some contribution in the area of cleanliness and beauty of the garden and campus. Their mentality was this that they came only for study and nothing to do with the cleanliness and beauty of the garden and campus. Once a week, a period was allotted for cleaning the garden and planting some flower plants. They had been instructed about the saving the mother earth and also the environmental awareness. Best Practice 2 1. Title of the Practice:

Visit of Special children in Asha Nikunj School 2. Objective: • To accompany the special children in search of meaningful life and hope for future • To give the feeling of love, equality, oneness, acceptance in the society • To respect every human being irrespective of caste, creed, disability. 3. Context: Every human being is unique in the society. There are strengths and weaknesses in every human being. In the same process some human persons are physically fit but there are some people who are physically disabled. But they are human persons. They should be treated as human persons in the society. They face many difficulties physically and emotionally. They need support, cooperation and love from the society. Giving them some support, love, help, understanding and emotional fellow feeling etc. can make them happy and they may have good life with limited facilities. 4. The Practice: According to prescribed program in the academic calendar, the student teachers and the staff members visit children of Asha Nikunj School which is a school for deaf and dumb. Every year either on 21 or 22 December the student teachers and the staff members visit this school on the occasion of Christmas and spend one day with the special children. The student teachers perform some cultural items and make them happy. The special children feel loved and accepted. They enjoy the day by dancing with the student teachers of our institute. One full day is spent with special children of Holy Cross School, Patparia. This is to learn about physical disability. 5. Evidence of Success: Feeling of mercy and sympathy towards the special children were created in the hearts of student teachers. A feeling of respect for special children was imbibed in the minds and hearts of the student teachers. 6. Problems Faced: The student teachers faced the communication problem because they did not understand the way the special children communicate. The special children did not hear the music or other sounds because of their disability so it was difficult to prepare cultural items which may be suitable for them.

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/Flower-Garden-and-Green-Campus-Visit-of-Special-children-in-Asha-Nikunj-2017-18.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

The Vision and Mission of the Institute: The vision of the institute is "Enkindling the prospective teachers and others with love, faith, and human values establish a just, harmonious and humane society". The mission of the institute is as follows : to form our students as persons of Competence, Conscience, Compassionate and Commitment to develop the leadership qualities in our students so that they become committed leaders to foster an intellectual curiosity in our students, a culture of hard work, a growing sense of personal

responsibility for one's training and openness to lifelong growth in other areas of life to promote intellectual depth through critical thinking and making right decision to cultivate more confidence and spirit of service and develop self concept to strengthen their ability in communication of their views effectively to produce a band of committed teachers who would be agents of social change to deepen understanding, knowledge about mother earth and the caring attitude towards common home to accompany youth in search of meaningful life and hope for future to strive for Magis, AMDG (Ad Majorem Dei Glorium). The institute strives for the achievement of these vision and mission through the curriculum of B.Ed. Course. The main authority of the management of the institute is the mother society which is responsible for the welfare of the college. The college is run by the Society of Jesus and specially Madhya Pradesh Jesuit Society. Under this, Xavier Institute Surguja is the registered society which is managing society. The chief authority and the President of this institute is the Provincial of Jesuit Society of Madhya Pradesh Province. Therefore for every major decision of the college is taken by the Provincial. Various academic and non-academic activities are conducted in the institution for the accomplishment of the vision and mission of the institution. There is work division of the staff members. Besides teaching, there are some other activities which are organized by the staff members. There are cultural programs, different types of competitions among the student teachers, sports and games, outreach programs, excursions, class picnics etc. All these activities are organized in such a way that all these programs go on smoothly. There are class coordinators to facilitate all academic and non-academic programs. There is discipline committee to look after the discipline and there is cultural committee to look after the cultural activities and various competitions. All these committees function well in democratic atmosphere. The teacher educators as well as the teacher students get opportunity to do some responsible works. The student council is assigned for some common works of the institute. It functions well in running all the activities of the institution and the members of the student council after being selected in democratic way they realize their responsibilities and try to do their best. In this way the management and college staff and students along with the principal play great role for better functioning of the institute.

Provide the weblink of the institution

<https://stxavierscollege.co.in/wp-content/uploads/2023/01/17-18.pdf>

8.Future Plans of Actions for Next Academic Year

1. Construction of New multipurpose hall: The existing multipurpose hall is small in size for 200 students. Therefore there is a need of bigger multipurpose hall. A new multipurpose hall will be constructed above the library at the first floor. 2. Workshop on Quality teaching to be organized: To equip teacher educators and students, experts will be invited to enable them. For follow up their teaching learning a mechanism will be developed to help them. Principal will be responsible person. 3. Preservation of homely campus: The staff members and the student teachers will be divided in five groups. All will be involved in caring for the campus. General cleaning will be done every weekend. Sample of herbs will be planted. The tree, plants and flower plants of the particular places will be taken care by them. 4. Preparing men and women for others: Some adequate mechanism will be developed for preparing men and women for others 5. Promoting use of ICT in Teaching Learning: Refresher course on e-teaching and e-learning will be given for the educators and student teachers prior to academic session. Principal will be responsible person to arrange it.