Yearly Status Report - 2018-2019

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

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-2018-19.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 for B.Ed. I	**02-Jul-2018**	**85**

		1	
Seminar on Internship	16-Jul-2018 3	103
Feast of St. Ignatius Loyola	31-Jul-2018 1	149
Speech Competition	11-Aug-2018 1	146
Making Human Chain	19-Sep-2019 1	196
Xavier Day Celebration	03-Dec-2019 1	202
Workshop on Art in Education	08-Dec-2018 1	167
Asha Nikuj program for Special Children	21-Dec-2018 1	200
Sugar Factory visit	09-Jan-2019 1	108
Workshop on Viewing and Analyzing Film	09-Feb-2019 1	186
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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	2019 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)

Seminar on Swachh Bharat

Speech Competition

Quiz Competition on Constitution Day

Workshop on Art in Education

Seminar on Glimpses of Different Childhoods in India

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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
1. Management information system	Website of the institute has been used for management of informations optimally. Official communications were done through email, Whatsapps and announcement and written form for immediate purpose. Payment was done cashless but bank transaction
2. Ecofriendly system	Waste materials, rags and leaves were collected in dustbin and suitable pit. Those things were handed over to municipality agents every day. Trees and plants were watered. Clean India and Green India movement was carried out.
3. Health Hygiene	A committee was formed to deal with health and hygiene. First aid was used with consultation of medical personnel. Seminar was arranged at once a year. Medical personnel facilitated the seminar. Committee was responsible for Seminar.
4. Feedback from student teachers	Student council brought the matter concerned to academic enhancement and physical facilities to the IQAC and Principal. It was suggested to have queries box put up on an appropriate place.
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	place.
6. Community Services and Awareness	100% Janmatdata Jagrukta was done in some selected villages. Group of ten student teachers visited door to door. They presented street play and put postures in every houe of the villagers. Cultural committee members mentored it.
7. Networking and collaboration	Networking with other organisations is necessary. Hence St. Xavier's College of Educationa Ambikapur associated with AIACHE, JHEASAand IAJU. Institute kept contact with neighbouring Higher Education Institutes. Institute colaborates with Holy Cross Nursing College Ambikapur by way of sharing human resources.
8. Mentoring needs to be initiated	Each teacher educator was assigned to take care of 14 student teachers. Through interactiona and personal guidance the student teachers led to academic excelenece.
9. Meeting of the stakeholders	Random selection of the stakeholders was done from nearby wards and villages. At least once a year there was meeting. Their observations with regard to institute was reflected and feedback was recorded. The head of the institute conducted the meeting.
10. Caring for common home	In order to protect environment the institute planned out specific plans. Need and importance of protection of environment was understood through workshop and personal study. Tree plantation was celebrated and the trees were planted in the campus and in the students' place respectively.
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14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Governing Body	25-Aug-2018

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	**2019**
Date of Submission	**31-Jan-2019**
17. Does the Institution have Management Information System ?	**No**

<div align="center">Part B</div>

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

The institute has its own mission and vision given in the prospectus, which make the two years B.Ed. course much more effective and meaningful. This institute is affiliated to Sant Gahira Guru University Ambikapur Sarguja and this University constructs the two years B.Ed. Course. The following are the actions plans to suffice the curriculum given by the university. The activities of the day are started with the prayer assembly. The prayer assembly starts at 8.30 A.M. The teacher trainees conduct the prayer assembly. The prayer assembly consists of physical exercise, prayer song, college prayer, thought for the day, news , do you know questions, a skit, feed back of the skit by a teacher educator, information and instruction by the principal and lastly the national anthem. The teacher students gain confidence and develop their personality. Conducting prayer service is a means of learning and developing self confidence. Then there are classes for different subjects prescribed by the university. After the classes are over, there is 40 minutes of refection writing. Then at 3.30 P.M. the activities of the day are over. These are the activities in ordinary class days. There are orientation programs both for student teachers and staff members before they resume their classes. During the class days in the years there are seminars and workshops arranged for the student teachers and the staff members. These workshops and seminars are related to teaching leaning process. The student teachers are given orientation before they go for their school internships. Both teaching skills and methods are explained so that they may use them in their teaching. Twice a week yoga practice was conducted. Once a year educational tour, was organized. A village was adopted and transplantation and cutting the paddy of the villagers was conducted. An industrial visit to sugar factory Kerta was arranged and a coal mine also was visited near is near the sugar factory. The student teachers were sent to different schools for their school internship. B.Ed. II years were sent for four months whereas the B.Ed. I year students were sent for one month. The educators went for mentoring the student teachers. The student teachers learnt many things during their school internship related to teaching learning process. After the internship there was evaluation of the school internship for both B.Ed. I and B.Ed. II year students separately. The model exam was conducted before the final examination. It helped the student teachers to write their final examinations in a better way. The student teachers are divided into 5 groups namely Aurobindi, Gandhi, Giju Bhai, Tagore and Vivekanand. The competition programs are conducted for these groups to develop team spirit. Student teachers council is formed in a democratic way to develop spirit of participative collaboration, to develop leadership qualities, to develop democratic style of decision making among them. 5 Hindi and 3 English news papers are provided to understand communicative languages better and to update their knowledge, information of happenings inside and outside to get acquainted with modern writing

1.1.2 – Certificate/ Diploma Courses introduced during the academic year					
Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	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	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	108
BEd	Educational Tour Jaipur, Amer, Pushkar, Jodhpur, Jaisalmerto	102
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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
St. Xavier's College of Education Ambikapur made use of feedback for learning of the students. There were many occasions when feedback was given to the students so that they might improve in their performance day by day and they might proceed towards perfection. All the college activities inside and outside the college were given feedback one way or the other for the sake of learning. Right from the time of new admission some way or the other some feedback was received from the interviewees and according to the feedback students were selected for admission and were admitted. After the admission during the prayer assembly feedback was given to the student teachers by a teacher educator every day. According to the feedback given by the teacher educator, the student teachers got the chance to improve in their performance of physical exercise, thought for the day, news reading, do you know questions, a skit. Though the feedback was given to the particular group which was conducting the prayer assembly but it was given to all the student teachers present in the prayer assembly. Through these feedbacks the student teachers were motivated to improve their performance. During the school internship the teachers of the school and the teacher educators of this institute gave the written feedback which motivated them to do better in the coming days. After the completion of school internship and evaluation of the school internship was done and according to the sharing some feedback was given in some areas to improve. This feedback was used even in the coming year and thus there was improvement in teaching learning process. Similarly when the student teachers are taken the adopted village for outreach program then after the program the feedback is given for further program in the coming year. All the stage programs conducted on the stage in the form of group competitions are given feedback and ways and means for improvement in the program is found out. These feedbacks are given sometimes individually or collectively. Reflection copies of the student teachers is a source of feedback. After the model examination is over some way or the other some feedback is given. At the end of the year before giving the internal marks, the principal gets the feedback of every student from the staff members as they share their personal experiences about every individual teacher trainee. According to the feedback internal marks are allotted to each student teacher. In this way the student teachers get justified marks. Besides the feedback given to the student teachers, the staff members are also given feedback by the principal in the written form in view of improvement of each individual staff member. Thus all these feedbacks are utilized for overall development of the staff and students and these reflect in the improvement of the institute. The student teachers are given both positive and negative feedback. Positive feedback motivates the student teachers to do better performance in the coming days whereas negative feedback encourages improving in their

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 | 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
2018	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	Numberof smart classrooms	E-resources and techniques used
14	7	5	2	0	0
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

This institute has students mentoring system. Just after the admission, the mentoring system of the teacher students starts. Externally the newly admitted teacher trainees are provided college uniforms and identity cards which symbolize the identity of the institute. There is special time for them i.e. orientation program. 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. They mentally, physically and spiritually get ready for the B.Ed. program. During the orientation program, college ethos, are mentioned. All the programs of B.Ed. are told. More than that the teacher trainees, are motivated towards B.Ed. course. In this way they are mentored. 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.

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

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
Nill	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 semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	012	2019 (B.ED.II)	20/04/2019	13/06/2019
BEd	012	2019 (B.Ed.I)	18/04/2019	21/06/2019

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

At the institutional level there exists continuous internal evaluation system. Besides the evaluation conducted by the university, there is continuous internal evaluation. 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. 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)

At the institutional level there exists continuous internal evaluation system. Besides the evaluation conducted by the university, there is continuous internal evaluation. 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. 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.

2.6 – 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-2018-2019_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
Nill	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	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**	**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
Nil	**Nil**	**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
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	**Education**	**2**	**Nill**
International	**Education**	**0**	**Nill**
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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
Nill	**Nil**	**Nil**	**2018**	**0**	**0**	**0**

Nil	Nl	Nil	2019	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	2018	0	0	0
Nil	Nil	Nil	2019	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	6	1	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
Human Chain	SWEEP	9	196
Sugar Factory Visit	Sugar Factory Management	11	108

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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

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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
Awareness Compaign	SWEEP	Human Chain making	9	196
Industrial Visit	Sugar Factory Manager	Suggar Factory Visit	11	108

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 Internship	Siddharth Hr. Sec. School Pratappur Naka, Ambikapur	23/07/2018	31/10/2018	6
Training	Internship Internship	Holy Cross Senior Sec School, Ambikapur	23/07/2018	31/10/2018	2
Training	Internship	Siddharth Hr. Sec. School Pratappur Naka, Ambikapur	23/07/2018	31/10/2018	4
Training	Internship	Govt. Middle School, Police Line, Ambikapur	23/07/2018	31/10/2018	4
Training	Internship	Municipality Hr. Sec. School, Ambikapur	23/07/2018	31/10/2018	6
Training	Internship	Sardar Ballabh Bhai Patel School Kenabandh, Ambikapur	23/07/2018	31/10/2018	4
Training	Internship	Govt. Middle School, Bhakura Ambikapur	23/07/2018	31/10/2018	4

Training	Internship	Nehru Vidya Mandir, Namnakala Ambikapur	23/07/2018	31/10/2018	6
Training	Internship	Govt. Middle School, Sundarpur Ambikapur	23/07/2018	31/10/2018	4
Training	Internship	Govt. Middle School, Kanthi Ambikapur	23/07/2018	31/10/2018	4
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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
7500000	7128954

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	Newly Added
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	Newly Added
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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	2015
Nil	Partially	Nil	2015
Nil	Fully	Nil	2016
Nil	Partially	Nil	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5894	884100	500	75000	6394	959100
Reference Books	1093	163950	200	30000	1293	193950
e-Books	0	0	0	0	0	0
e-Books	15	Nill	Nill	Nill	15	Nill
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	50	0	0	Nill	50	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
Existin	22	1	2	6	1	2	3	100	0

g									
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	<u>Nil</u>

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
200000	**166610**	**800000**	**720890**

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 institute campus was maintained externally and internally. The external parts of the institutes are infrastructure and the whole campus. All the rooms of the building were kept neat and clean with the help of non-teaching staff members. Sometimes there were some repairs of electric lines and other electronics specially computers and internet connections. Washrooms were cleaned regularly along with the sprinkling of the phenyl. Throughout the year flower garden was maintained with beautiful flowers of different varieties. Other show plants were also irrigated throughout the year especially in summer season. Library was well maintained and the student teachers made use of the library facility. The library books were arranged systematically by the librarian. The play grounds of different games were maintained well. Whenever grass on play ground were grown with the help of grass cutter the grown grass was cut down. In the same way the loan of grass was cut down whenever it needed to cut down. Internally computers and other electronic gadget were looked after well. Sometime due to electric fluctuation these things were damaged but again they were repaired. The staff members were entrusted to some responsibilities besides the teaching task. These staff members according to their responsibilities took care of the things such as electronic items, furniture, flower garden, campus cleanliness, cleanliness of different rooms, availability of things required for proper running of the institute. If needed some new items were bought for the better running of the institute. The physical director provided the sports and games articles and he kept all the games and sports article in order. The teacher trainees were given time to play games on Saturdays and they made use of those games' articles for the sake of learning about those games. 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. 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 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 were provided by the institute for cleaning the whole campus and infrastructure. Besides the infrastructure and flower garden, there are big tree behind the college building. They were planted many years ago and they are good for environmental point of view. They are maintained by cleaning these areas. Every year some new tree are planted since there is sufficient land property behind the college building. Some of the trees are very old which can be cut down because they may affect the college building.

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	05/09/2018	200	St. Xaviers College of Education Ambikapur
Visiting Special Children at Asha Nikunj School	21/12/2018	200	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 passedin the comp. exam	Number of studentsp placed
Nill	Nil	0	0	0	0
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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
2018	0	Nil	Nil	Nil	Nil
2019	0	Nil	Nil	Nil	Nil

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
Nill	0

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

Activity	Level	Number of Participants
Skit Competition	College Level	95
Feast of St. Ignatius Loyola Celebration	College Level	149
Speech Competition	College Level	146
Independence Day Celebration	College Level	141
Quiz Competition on Constitutional Day	College Level	107
Xavier Day Celebration	College Level	202
Christmas Program	College Level	192
Debate Competition	College Level	187
Republic Day Celebration	College Level	183
Oath Taking ceremony	College Level	189

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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	Number of awards for	Student ID number	Name of the student

			Sports	Cultural		
Nill	Nil	Nill	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)

Student council was formed by voting system in a democratic way. Only the President from B.Ed. II and Vice President from B.Ed. I were nominated on merit basis. After the formation of the Student Council, there was an Oath taking ceremony. The student council has been entrusted to many activities of the college. It organized various activities for the benefit of the student teachers and the institute by organizing various academic and co-curricular activities. This organizes 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, Eloctions 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 has another function in the field of administration of the institute. It plays 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. In this way the student council works for the smooth running of the institution.

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)

1. Student council: The purpose of student council was to develop spirit of participative collaboration, to develop leadership qualities, to develop democratic way of decision making among them. The election of the student teachers council was done in a democratic way. All the staff members and the teacher trainees were fully involved in the procedure of the election. Some

names were proposed for the particular responsibility. Election of the following seats was done in a proper way: (1) President (2) Vice President (3) Secretary (4) Joint Secretary (5) Discipline In-charges one male and one female (6) Cultural In-charge one male and one female (7) Sports In-charge one male and one female student teacher (8) Class Representative one male and one female student teacher. After the election of the student council a day was fixed for Oath taking ceremony of the members of the student council. The Oath taking ceremony reminded each of the members of the council about their responsibilities. The Student council functioned as a bridge between the management and students. This council worked for the smooth running of the programs of the institute. The members of the student council were responsible for their appointed duties. Most of the programs held at the College were conducted by the members of the student teachers council. The student council also helped in conducting programs outside the college such as Outreach programs, camps, 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. There was Governing Body meeting. The secretary called for the meeting. The Governing Body comprised of the following members: (1) President (2) Secretary (3) Principal (4) University Nominee (5) University Nominee (6) Member from Administration (7) Member Advocate (8) Member from Government office(9) Member Treasurer (10) Staff Representative (11) Staff Representative. Governing Body meeting took place annually. The minutes of the meeting were proposed by the secretary. The decisions were made by the Governing Body according the minutes given as an agenda of meeting. The institution practiced decentralization and participatory management. The decentralization system of the institution was clear with transparency. In this, the principal and staff were appointed through the governing body of the institution. Some important decisions were taken by the governing body. Thereafter, the Principal called for a meeting of all the staff members and conveyed the decisions taken by the Governing Body and then plans were made to implement the decisions. The workload was divided into smaller units in the institution. Subject teachers were appointed for each subject to complete the curriculum. Thus the division of different work e.g. Women cell. Cabinet cell in charge, class coordinator, cultural program in-charge, discipline in-charge, sports and games in-charge etc.

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

Partial

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
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. The curriculum of the college helps the student teachers to develop cognitive, affective and psychomotor domain.
Teaching and Learning	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 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. All the three domains such as cognitive, affective and psychomotor domains are 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	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.
Industry Interaction / Collaboration	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.
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-governace area	Details
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.
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

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.

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
2018	Sushil Tigga	10 Days National Workshop on SPSS	Pt. Sundarlal Sharma Open University Bilaspur	2000
2019	Sushil Tigga	Disability: Challenge and Social Acceptability	Pt. Sundarlal Sharma Open University Bilaspur	2000
2019	Sushil Tigga	Present Education System and Creativity	Pt. Sundarlal Sharma Open University Bilaspur	2000
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	Nil	Nil	Nill	Nill	Nill	Nill
2019	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	Number of teachers who attended	From Date	To date	Duration

development programme				
Nil	0	Nill	Nill	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	Nill	Yes	Chatered Accountant
Administrative	No	Nill	No	Nill

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
2018	Orientation for B.Ed. II	16/06/2018	02/07/2018	02/07/2018	85
2018	Skit Competition	16/06/2018	14/07/2018	14/07/2018	95
2018	Seminar on Swachh Bharat Campaign	16/06/2018	18/07/2018	18/07/2018	103
2018	Making Human Chain as Awareness Program	16/06/2018	13/10/2018	13/10/2018	196
2018	Educational Tour	16/06/2018	04/11/2018	11/11/2018	102
2018	Asha Nikunj Christmas Gathering	11/10/2018	21/12/2018	21/12/2018	200
2019	Oath Taking Ceremony of Student Council	11/10/2018	28/01/2019	28/01/2019	189
2019	Sports Day	11/10/2018	02/02/2019	02/02/2019	104
2019	Farewell Program	11/10/2019	03/02/2018	03/02/2018	194
2019	Voter Awareness Rally	11/10/2018	19/04/2019	19/04/2019	103
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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
Debate competition on Matri satta and pitri satta	12/01/2019	12/01/2019	158	29
Seminar on Glimpses of Different Childhoods in India	23/02/2019	23/02/2019	154	27
Oath Taking Ceremony of Student Council	28/01/2019	28/01/2019	135	54

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
2018	1	1	13/10/2018	1	Making Human Chain as Awareness	Voting Awareness Program	196

2018	1	1	21/12/2018	1	Asha Nikunj Christmas Gathering	Inclusive Education	200
						program	
2019	1	1	19/04/2019	1	Voter Awareness Rally	Voting Awareness Program	103
2019	1	1	Nill	1	Human Chain Making	Voting Awareness Program	104
2018	1	1	04/11/2018	8	Educational Tour Jaipur, Pushkar, Jodhpur, Jaisalmer	Educational Tour	102

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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)

• Encouraging use of bicycles or E-Vehicles: In the modern era, people are attracted towards motor bike, four wheeler which are run by petrol and diesel they increase air increase pollution and noise pollution. Therefore the student teachers of this institute are encouraged to use bicycle or e-vehicle once a week. • Creating pedestrian friendly roads in the campus: Passenger friendly roads have been made for the student teachers and the staff members from the main gate to reach the college. Tree saplings have also been planted on both sides of the road to provide shade for the commuters. • Develop plastic free campus: The entry of plastic in India took place in about the 60s. Today the situation has become such that in 60 years it may turn into the shape of a mountain. Plastic is dangerous for us in conditions from the production to use it. It is manufactured by chemicals derived from petroleum. From the environment point of view it is a big threat to human beings. It is the biggest

factor of water, air, soil pollution. In view of all these disadvantages out college is trying to make the campus free of plastic. It is banned in our college. The teacher trainees use jute bags instead of plastic bags. • Move towards paperless office: 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. 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. 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. • Green landscaping with tree and plants: The campus of the institute has green landscapes all around and tree plantation is done every year 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 in the campus and around their living houses.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 1. Title of the Practice: Speech Competition 2. Objective: • To develop the ability to speak in front of an audience • To develop the ability to express one's thoughts and ideas in front of the audience. • To develop self confidence • To overcome stage fear 3. Context: Giving speech is one of the means to increase one's self confidence and develop the ability to express thoughts and ideas in front of the audience. By giving speeches one's personality is shaped and he or she gains self confidence. It is very effective and important for the learners. He can in the future become a great leader by his or her good speech. All the great leaders are known by their good speeches. There are many more reasons which give the positive feedback about speech. In order to develop such personality the speech competition in schools and colleges place a very important role. It motivates the learners to become good speakers. 4. Practice: The student teachers of B.Ed. II were divided into five groups named after the great Indian philosophers Aurobindo, Gandhi, Giji Bhai,Tagor and Vivekanand. From every group two participants were selected by the group members to give speech. The selected participants were encouraged and motivated by the group members. Since the Independence Day was very close at hand, the topic of the speech was very much related to Independence Day. The participants showed their talents and among them First, Second and Third positions in speech competition were declared. Similarly group wise First, Second and Third positions were declared. Those who scored these positions were overjoyed. 5. Evidence of Success: Every year speech competition is held just before Independence Day. This is done after getting the positive feedback of the speech competition. The student teacher developed their self confidence in facing the audience by giving speech. 6. Problems faced: There were some problems in selecting participants for speech competition from different groups. The classes were just started and the teacher trainees were not fully involved in different activities in the college. Best Practice 1 Title of the Practice: Annual Sports Day Objective: • To introduce the importance of sports and games in the life of student teachers • To teach the students about sports and games after becomes teachers in the future. • The objective of teaching different types and games and sports is that when these student teachers become teachers, they will teach their students about these sports and games. • To give the importance of games and sports to the student teachers, highlighting the need of sports and games to stay healthy in their lives. • To make the student teacher familiar with the rules and regulations of different games and sports. Context: Sports and games have important place in human life because through these physical health and mind remain in maintained. Some are weak in

studies but good in different types of sports and games, so in this way they make an identity through sports. The team spirit increases in the students through various games. So organizing annual sports festival holds a very important place in schools and even in colleges. Practice: The student teachers of B.Ed. I II were divided into five groups i.e. Arvindo, Gandhi, Giju Bhai, Tagore and Vivekananda. Thus their numbers in one group were. Under the leadership of the physical director of the college mainly games like Volleyball, Basketball, Kabaddi, Kho-kho, Long Jump, High Jump, Gola Throw along with other crazy games were organized. Similarly 100 meter race, 200 meter race, cycle race, spoon race were organized. The sports and games continued for three days and on the last day the S.D.M. was invited as chief guest to witness the sports and games and finally to distribute prizes for the winners. Some of the student teachers were not aware of the rules of different sports and games but when they got a chance to play, they became familiar with the rules of different sports and games. All the student teachers enjoyed the games and sports and learnt about difference games. Evidence of Success: The student teachers became aware of the rules of different sports and games. Some of the teacher trainees got a beautiful opportunity to show their talents in different games and sports. This programs gave the opportunity to interact with every individual and team spirit was developed. Problems faced: Some of the matches were tensed. Nobody wants to be defeated. But the physical director could control the situation.

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/Speech-Competition-and-Annual-Sports-Day-2018-19.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

Visiting Special children in Asha Nikunj School Ambikapur In B.Ed. curriculum one of the activities is visiting special children of Asha Nijunj School Ambikapur. According to prescribed program in the academic calendar, the student teachers and the staff members visit children of Asha Nikunj School. This school is for deaf and dumb children. This institute organizes a program of visiting special children every year on the occasion of Christmas celebration. This program is distinctive because this is the only institute in Ambikapur which visits the school of special children every year. Through this visit the institute tries to give the human values to the needy persons in the human society. The student teachers perform some cultural items and make the special children happy. The special children feel loved and accepted. They enjoy the day by dancing with the student teachers of this institute. The program of visiting special children is only once a year, but the impact of this visit lasts long. The special children every year very eagerly wait for this day. On the other hand the teacher students learn about physical disability. Feeling of mercy and sympathy towards the special children is created in the hearts of student teachers. A feeling of respect for special children is imbibed in the minds and hearts of the student teachers. This is an effort to accompany the special children in search of meaningful life and hope for future. The student teachers give the feeling of love, equality, oneness, acceptance in the society. This small visit teaches the student teachers to respect every human being irrespective of caste, creed, and disability. 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. This institute makes visit of special children which is an attempt to promote inclusive education. Every individual is unique and thus he or she should be given importance and respected in the human society. This is an indication that every human being has ability to do something in life. There is a need of coming together in grow in life. There is need of fellow feeling among the human beings. The student teachers and staff members of our institute have given such a taste to the special children that every year these children very eagerly await for this day. The student teachers are able to win the hearts of these special children by their behaviour and performance.

Provide the weblink of the institution
https://stxavierscollege.co.in/wp-content/uploads/2023/01/18-19.pdf

8.Future Plans of Actions for Next Academic Year

1. Ecofriendly system : Waste materials, rags and leaves are to be collected in dustbin and suitable pit. Those things are to be handed over to municipality agents every day. Trees and plants are to be watered. Clean India movement is curried out. 2. Caring for common home : In order to protect environment the Institute has to plan out specific action plans. Need and importance of protection and preservation of environment has to be understood through workshop and personal study. Tree plantation is to be celebrated and plant the trees in the campus and in the students place respectively. 3. Meeting of stake holders: Random selection of stakeholders will be done from nearby wards and villages. At least once a year there will be meeting. Their observation with regard to the institute would be reflected and feedback be recorded. The head of the institute will conduct the meeting. 4. Networking and Collaboration: Networking with other organizations is necessary. Hence St. Xaviers College of Education Ambikapur will be associated with AIACHE, JHESA and IAJU. Institute keeps contact with neighbouring HEIs. 5. Community services and awareness: 100 Janmatdata Jagrukta will be done in selected villages. Group of ten will visit door to door they will present street play and put postures in every house of the villages. Cultural committee members will monitor it.