



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		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.		07774230238
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

<b>2. Institutional Status</b>	
Affiliated / Constituent	<b>Affiliated</b>
Type of Institution	<b>Co-education</b>
Location	<b>Urban</b>
Financial Status	<b>Self financed</b>
Name of the IQAC co-ordinator/Director	<b>Mrs, Nagmana Andlib Khan</b>
Phone no/Alternate Phone no.	<b>07774230338</b>
Mobile no.	<b>9009459786</b>
Registered Email	<b>xavierambikapurnaac@gmail.com</b>
Alternate Email	<b>naghmana78692@gmail.com</b>

<b>3. Website Address</b>	
Web-link of the AQAR: (Previous Academic Year)	<a href="https://stxavierscollege.co.in">https://stxavierscollege.co.in</a>
<b>4. Whether Academic Calendar prepared during the year</b>	<b>Yes</b>
if yes, whether it is uploaded in the institutional website: Weblink :	<a href="https://stxavierscollege.co.in/wp-content/uploads/2022/05/Academic-Calendar-2019-20.pdf">https://stxavierscollege.co.in/wp-content/uploads/2022/05/Academic-Calendar-2019-20.pdf</a>

**5. Accrediation Details**

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

<b>6. Date of Establishment of IQAC</b>	<b>15-Jun-2015</b>
---	--------------------

**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
<b>Workshop on Journalism</b>	<b>06-Sep-2019</b>	<b>87</b>

	1	
Competition - Speech, Poem, Debate, Tableau	14-Sep-2019 1	169
Orientation Program for Staff members	25-Jun-2019 1	6
Orientation Program for B.Ed. II Teacher Trainees	27-Jun-2019 1	88
Seminar on Teaching Skills	28-Jun-2021 1	93
Seminar on Education and Model of Learning and Teaching	04-Jul-2019 1	101
Skit Competition	13-Jul-2019 1	107
Feast of St. Ignatius of Loyola	31-Jul-2019 1	137
Seminar on Environment Awareness	23-Aug-2019 1	162
Teacher's Day Celebration	05-Sep-2019 1	87
<a href="#">View Uploaded File</a>		

**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	2020 0	0
No Files Uploaded !!!				

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View Link</a>
<b>10. Number of IQAC meetings held during the year :</b>	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	<a href="#">View Uploaded File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

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

Development of Academic Calendar for the forthcoming year

Implementation of the curricular and noncurricular programs

Organizing Seminar and Workshop

Transplantation in Adopted Village

Annual Function Program

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

Plan of Action	Achivements/Outcomes
1. Motivation and orientation for the staff and students	Fr. Jerome, S.J. Principal took initiative to lead the staff memebtrs and students. He gave motivation and orientation staff and students.
2. Selection process of Christian minority students.	Invitation was given to the desirable Christian candidates. Applications of the Christian candidates were collected by the institute. Pannel interviewed the candidates. Eligible candidates were selected for the minority seats.
3. Admission process of first year (2019-20)	SCERT Raipur selected the candidates according to the merit. Candidates go throughthe process of counselling to choose Teacher Education institutions. 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 institute.
4. Maintainance of infrastructure	A committee was formed for maintenance of infrastructure, saw the needs of the infrastructure and proposed meet the needs.
5. Preservation of College campus	The staff and student teachers were involved in caring for the campus. General cleaning was done every Saturday. Supervision was done by the campus cleanliness committee.
6. Promoting Excursion and Field Trips	Field trips and excursion widen the

	horizen of the student teachers and educators. Every year these programs were carried out.
7. Capacity building of educators	For the capacity building of the educators, it was decided that every year at least two educators would go for training in particular aspects of teachers' formation.
8. Mentoring of student teachers	There were two types of mentors at the time of school internshi; the faculty members andrespective school teachers. Mentoring was provided to mentee more professional. By way of observation and interaction mentors encouraged them to become real teachers.
9. Assessment of students' knowledge and skill before the commencement of teaching programs to be implemented	Three panels were set to take interview of the candidates, Criteria was applied and questions were set for their language knowledge and skill. Strength and drawback were taken into consideration; accordingly preparation for teaching programs were conducted.
10. Preparing academic calendar 2020-21	Maintaining the calendar of C.G. Higher education, some useful and relevant co-curricular activities were proposed and those programs were added in the prospectus. Three panels were set to take interview of the candidates, Critria was applied and questions were set for their language knowledge and skill. Strength and drawback were taken into consideration; accordingly preparation for teaching programs were conducted.
<a href="#">View Uploaded File</a>	

<b>14. Whether AQAR was placed before statutory body ?</b>	Yes
--	-----

Name of Statutory Body	Meeting Date
Governing Body	20-May-2019

<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>	No
--	----

<b>16. Whether institutional data submitted to AISHE:</b>	Yes
---	-----

Year of Submission	2020
--------------------	------

Date of Submission	25-Jan-2020
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

St. Xavier's College of Education Ambikapur is affiliated to Sant Gahira Guru University Ambikapur. The University provides syllabus for B.Ed. Course.

Besides the syllabus provided by the university, there are many initiatives taken by the institute for the welfare of the teacher trainees. The curriculum of the institute as mentioned in the academic calendar covers many areas of the teacher trainees' personality. It tries to fulfill the cognitive, affective and psychomotor domains of the teacher trainees. More than that B.Ed. is the time for training. It aspires to train the teacher trainees physically, mentally and spiritually. For these, many activities as well as programs are organized throughout the year. Right from the beginning of the admission there is a specialty of the institute that it has provision for taking 50% admission through Christian Minority seats. Through this provision some poor candidates and unprivileged candidates are taken admission. The institute has a charism to start the classes sooner the better. Besides the teaching of syllabus there are some activities performed with an effective manner. Daily prayer assembly is conducted with a special manner within half an hour in which physical exercises, college prayer, prayer song, thought for the day, News reading, do you know questions, a skit, feedback about the morning assembly conduct, information by the Principal, national anthem. After this the teacher trainees go to their respective classes in line with silence. Every Saturday is the day for different activities. On Saturdays some programs like sports & games, different competitions i.e. speech competition, skit competition, group dance competition, Rangoli competition, Debate competition, Best out of waste competition, some outreach program, visiting some special children, Celebration of different feasts and festivals in the form of prayer services, Independence Day, Republic day, visiting adopted village Kanthi etc. Before any special program the orientation of the teacher trainees is taken. Just after the joining the classes there is orientation program. Before sending them for School internship there is orientation program are organized. Some Workshops and Seminars are conducted for the teacher trainees and Every now and then evaluation and feedback of the B.Ed. program is taken. In case some improvement is needed, it is taken into consideration. This institute is always open for faculty development. Every year some of the staff members are sent for some national and state level seminars and workshops. Some of staff members have already registered their names for Ph.D. studies. Thus the staff members are progressing in their studies as well as work experiences. There are some provisions for internal marks for the teacher trainees. There is a common sharing by the staff about the teacher trainees before they are allotted internal marks. The teacher trainees are mentored well throughout the two years. Their personality as well as teaching skills are developed as the outcome of two years B.Ed. course. The institute strives for the fulfillment of cognitive, affective and psychomotor objectives after the completion of two years of

### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

### 1.2 – Academic Flexibility

#### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Nil	Nil
No file uploaded.		

#### 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
BEd	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
No file uploaded.		

#### 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	Educational Tour to Kolkata, Shilong, Charapuniji and Guwahati	100
BEd	Sugar Factory Visit	103
<a href="#">View Uploaded File</a>		

### 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

The institute is open for any feedback for improvement. Every now and then there is an inspection of this institute by different agencies. They give both positive and negative feedback. Positively this college is striving for proper training of the teacher trainees according to the given syllabus and curriculum. The remarks given by the inspection team is respected and in a positive attitude some ways and means are found out to overcome the limitations of the institute. This institute has been inspected by SCERT Raipur and it has kept this institute in A grade. There is something positive remarks about this institute. That means this institute is growing day by day and this institute has optimistic view about its future. This institute has 200 seats for the candidates for admission i.e. (B.Ed. I) 100 students and (B.Ed. II) 100 students. There has been always taken feedback of the students, staff and management. The students are guided by the principal and staff members in various ways. First of all they are motivated to follow the curriculum of the college. Every day after the assembly is over there is a feedback given by one of the teaching staff members about the conduct of prayer assembly. Though this feedback is given to the particular group which is conducting the assembly but all the teacher trainees gathered for the morning assembly, are given feedback indirectly. That is how every occasion becomes an occasion for improvement. During the time of school internship, the teacher trainees are given feedback both in oral and written form about their teaching. There is time for learning how to teach, so they are guided, motivated and taught how to teach in a worthy manner. When a teacher trainee teaches in a particular class then a mentor sits at the back in the classroom, observes his or her teaching and then gives some feedback according to the teaching or performance of the teacher trainee. These remarks push the teacher trainee forward to overcome the limitation in his or her teaching. Similarly there is always feedback is given after any competition or activities are conducted in the institute. There are some programs like picnic, educational tour, stage programs, outreach programs, celebrations of different feasts and festivals, Seminars, workshops etc. are followed by evaluation and after the evaluation there is time for improvement according to the remarks given in the form of feedback. Reflection copy of every teacher trainee is an important means to get the feedback of the teacher trainees. During the staff meetings there is continuous evaluation and feedback is given either by the principal or other staff members. Thus not only the staff members but also the principal gets feedback to improve the college functioning and regularities. The parents of the teacher trainees give direct or indirect feedback to the institute which are helpful for the institute. The governing body in the meeting gives some feedback for the staff and teacher trainees, which gives input for improvement.

## 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

[View Uploaded File](#)



## 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
2019	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

No file uploaded.

No file uploaded.

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

Mentoring system is available in the institute. 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 programme. Before entering the course the teacher trainees are given orientation. Through the orientation programme, 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. programme. During the orientation programme, college ethos, are mentioned. All the programmes 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 be trained well.. All these become possible with the help of proper mentoring of the teacher trainees.

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
2019	Nil	Nil	Nil
2020	Nil	Nil	Nil
No file uploaded.			

#### 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	2020	30/04/2020	11/11/2020
BEd	012	2020	30/04/2020	03/01/2021
<a href="#">View Uploaded File</a>				

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

Though there is need of change in Continuous Internal Evaluation, every year some of the basic processes of Continuous Internal Evaluation is repeated. Yet, achievement of all the three domains like cognitive, affective and psychomotor domains, are taken into consideration. For the achievement of cognitive domain, tests are administered after the completion of every unit. All the students are provided tests copies of every subject. With the help of these test copies the progress of the teacher trainees are assessed. In some of the months test administration is missed. These tests alarm the teacher trainees and give opportunity to reflection about his or her performance. Similarly half yearly exam and model exam are conducted regularly every year and these exams help the teacher trainees to do better in the final and last exam of B.Ed. In the form of Continuous and Internal Evaluation classroom interactions are helpful to know their understanding and learning level. Sometimes all of a 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 in some programs at different places. While conducting morning assembly, a group of 10 teacher trainees gets change to overcome stage fear. Also they get opportunity to speak 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 motivate 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 and Childhood and Growing up helps the teacher trainees understand the children. Thus the affective domain of the teacher trainees is observed and taken into consideration while giving the internal marks.

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

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. If the academic calendar is prepared well, it is easy to execute all the B.Ed. programs successfully provided it is followed

faithfully.

## 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
<a href="#">View Uploaded File</a>					

## 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-2019-20\\_merged.pdf](https://stxavierscollege.co.in/wp-content/uploads/2022/12/SSS-2019-20_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
Major Projects	0	Nil	0	0
Minor Projects	0	Nil	0	0
Interdisciplinary Projects	0	Nil	0	0
Industry sponsored Projects	0	Nil	0	0
Projects sponsored by the University	0	Nil	0	0
Students Research Projects (Other than compulsory by the University)	0	Nil	0	0
International Projects	0	Nil	0	0
Any Other (Specify)	0	Nil	0	0
No file uploaded.				

### 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
0	0	

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil
No file uploaded.				

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
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

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

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	0	0
No file uploaded.			

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
Education	0
No file uploaded.	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	2019	0	0	0
0	0	0	2020	0	0	0
No file uploaded.						

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
0	0	0	2019	0	0	0
0	0	0	2020	0	0	0
No file uploaded.						

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	2	1	0
Presented papers	0	0	0	0
Resource persons	0	0	0	0
<a href="#">View Uploaded File</a>				

### 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
Nil	Nil	0	0
No file uploaded.			

#### 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
Nil	Nil	Nil	0	0
No file uploaded.				

### 3.5 – Collaborations

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

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

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Training	Internship	Govt. High School Bouripara, Ambikapur	15/07/2019	31/10/2019	2
Training	Internship	. Govt. Middle School Bouripara	15/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Mendrakala	15/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Darima	15/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Khairbar	15/07/2019	31/10/2019	2
Training	Internship	Govt. Prayog Middle School Kedarpur	15/07/2019	31/10/2019	2
Training	Internship	Govt. Girls' Middle School Brahmapara	15/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Sakalo	15/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Labji	19/07/2019	31/10/2019	2
Training	Internship	Govt. Middle School Asola	19/07/2019	31/10/2019	2
<a href="#">View File</a>					

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
--------------	--------------------	--------------------	-----------------------------





[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

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

#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

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

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

10 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Computer, Internet, Wi Fi, LCD Projector	<a href="#">Nil</a>

#### 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
500000	44965	1000000	990319.26

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)

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

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

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	0	0
Financial Support from Other Sources			
a) National	Nil	0	0
b) International	Nil	0	0
No file uploaded.			

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga	06/07/2019	200	St. Xaviers College of Education Ambikapur
Visiting Special Children at Asha Nikunj School	19/12/2019	196	Asha Nikunj Special School Ambikapur

[View File](#)

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
Nil	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
2019	0	0	0	0	0
2020	0	0	0	0	0
No file uploaded.					

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

Items	Number of students selected/ qualifying
NET	0
SET	0
SLET	0
GATE	0
GMAT	0
CAT	0
GRE	0
TOFEL	0
Civil Services	0
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. Ignatitus Loyola Celebration	College Level	137
Teachers Day Celebration	College Level	177
Freshers Welcome Program	College Level	179
Poem Recitation Competition	College Level	169
Extempore Competition	College Level	169
Tableau Competition	College Level	169
Xavier Day Celebration	College Level	192
Republic Day Celebration	College Level	193
Farewell Day of B.Ed. II students	College Level	179
Annual Function	College Level	198
<a href="#">View File</a>		

#### 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/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Nil	National	Nil	Nil	Nil	Nil
2019	Nil	International	Nil	Nil	Nil	Nil
2020	Nil	National	Nil	Nil	Nil	Nil
2020	Nil	International	Nil	Nil	Nil	Nil
No file uploaded.						

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

Student council 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 of a 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 chance 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 extent. 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 :

0

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

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

The 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). 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 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 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 institute.

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 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.

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 and 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**

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.

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

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



	<p>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>
Administration	<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 Principal and other authorities for the better functioning of the institute.</p>
Finance and Accounts	<p>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.</p>
Student Admission and Support	<p>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.</p>
Examination	<p>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.</p>

### 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
2020	Miss Prity Chandola	NAAC Assessment and Accreditation Building Institutional Competencies	NAAC	10000
2020	Sushil Tigga	NAAC Assessment and Accreditation Building Institutional Competencies	NAAC	10000
<a href="#">View File</a>				

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
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

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

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
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)

Every year financial audit is done by the chartered accountants appointed by the parental society. This year the financial auditing is done by the chartered accountants. The fee collection of the teacher students is the main source of income and Bank interest is another source of income. There are only 200 seats available for B.Ed. first and second year so the income of the institute is fixed whereas the expenditure part is going on increasing as the increase in salary is increasing every year. Scholarship for ST, SC and OBC students teachers are provided but these amount of money are put in the Bank account of the teacher students. Department of Tribal Development deals with the scholarship of the teacher students. There is nothing to do by the institute with regard to scholarship of the teacher 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
No file uploaded.		

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	Nil	No	Chartered Accountant
Administrative	No	Nil	Yes	IQAC

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

Regular meeting, Feedback, Counselling
--

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

Conducting regular meeting, Evaluating the working conditions, Training programme
---

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
------	------------------------------------	-------------------------	---------------	-------------	------------------------

2019	Seminar for B.Ed. II	17/06/2019	27/06/2019	28/06/2019	88
2019	Skit Competition	17/06/2019	13/07/2019	13/07/2019	107
2019	Seminar on Environment Awareness	17/06/2019	23/08/2019	23/08/2019	162
2019	Workshop on Journalism	17/06/2019	06/09/2019	06/11/2019	87
2019	Workshop on Research	26/08/2019	30/11/2019	30/11/2019	96
2019	Educational Tour	26/08/2019	22/10/2019	31/10/2019	100
2019	Christmas Gathering at Asha Nikuj	26/08/2019	19/12/2019	19/12/2019	196
2020	Picnic for B.Ed. I (Ghaghi)	26/08/2019	18/01/2020	18/01/2020	106
2020	Seminar on Mahatma Gandhi	26/08/2019	30/01/2020	30/01/2020	177
2020	Annual Function	26/08/2019	29/02/2020	29/02/2020	197
<a href="#">View File</a>					

## 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, tableau, poem and debate competition	14/09/2019	14/09/2019	145	24
Tree Plantation at Adopted village Kanthi (B.Ed.II)	21/09/2019	21/09/2019	67	28
27. Educational Tour (Kolkata, Shilong, Cherapunji, Gauhati)	20/10/2019	31/10/2019	73	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 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
2019	1	1	21/11/2019	1	18. Tree Plantation at Adopted village Kanthi (B.Ed.II)	Save Earth	95
2019	1	1	23/11/2019	1	19. Voter Awareness Comaign (B.Ed.I)	Voting Awareness Program	95
2019	1	1	22/10/2019	10	27. Educational Tour (Kolkata, Shilong, Cherapunj	Educational Tour	100

No file uploaded.

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

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

## 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Christmas Gathering at Asha Nikunj	19/12/2019	19/12/2019	196
Feast of St. Ignatius Loyola	31/07/2019	31/07/2019	137
Seminar of Environment Awareness	23/08/2019	23/08/2019	162
Selection of Cabinet	20/09/2019	20/09/2019	168
Voter Awareness Campaign (B.Ed.I)	23/09/2019	23/09/2019	95
Educational Tour (Kolkata, Shilong, Cherapunji, Gauhati)	22/10/2019	31/10/2019	100
Xavier Day Celebration	03/12/2019	03/12/2019	192

[View File](#)

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

1. Herbal Garden in the Campus: Some medicinal plants like Neem, Basil, Aloe vera etc. are grown in the campus. Some of the plants of herbal garden act as oxygen purifier. 2. Water Harvesting: According to rain water harvesting system the rain water falling on roof water is collected in a small pond and the rain water of the campus is collected in a big pond. 3. Maintenance of cleanliness: The college campus is kept neat and clean. In order to make the teacher trainees aware of the cleanliness, the teacher trainees are given task to clean the campus on every Saturday. 4. Tree Plantation: There are big trees at the back and side of the building. Some old trees are cut down and planted new trees at some space left. That is how every year the number of trees are

increasing. 5. Flower Garden: Each group of the student teachers plant flower seedlings separately and look after them, take care of them if needed the give water to flower plants. Their attitude towards beauty of nature becomes positive.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

**Best Practice 1**

**1. Title of the Practice:** Educational Tour

**2. Objective:**

- To attain permanent knowledge through observation and direct experience.
- To get acquainted with the culture and nature of different places.
- To develop the spirit of social and co-operation among the student teachers.
- To develop the ability of adjustment according to the place and situation.

**3. Context:**

Educational tour is one of the means of learning. The impact of knowledge gained through educational tour lasts long. In one hand classroom knowledge is gained in theoretical form and on the other hand, practical knowledge is gained through educational tours. Learning by doing, learning by experience and learning by observation are possible through educational tour. During educational tours, the teacher trainees remain happy and learn by observing many things that they come across.

**4. Practice:** According to the program of educational tour, the student teachers of B.Ed. II visited Patna, Kolkata, Guwahati, Shilong and Cherrapunji. The journey from Ambikapur to Patna was by bus but from Patna to Kolkata was air journey which gave new experience to the teacher trainees. Then from Kolkata to Guwahati it was train journey. Then again bus journey in the hill area which is full of natural beauty. The student teachers were always ready to help one another. Some of the teacher trainees were always ready to load and unload the luggage on the bus. They always remained disciplined and because of that they were able to move from one place to another on time. They used to get ready immediately when it came to moving from one place to another. Some of the teacher trainees were always on hand to collect the belongings of the staff members. When they were passing through place like Shilong, Cherrapunji, Guwahati, one important thing they found is that it is every neat and clean everywhere.

**5. Evidence of Success:** The student teachers came back from the excursion with fresh mind and happiness and started their learning process with great enthusiasm. They were fully satisfied with the educational tour organized by the institute. The student teachers and the staff members evaluated the educational tour positively. The student teachers were completely mingled with one another. The feeling of social and co-operation increased in the student teachers.

**6. Problems faced:** Financial situation of the student teachers were not supportive so everything was managed with minimum expense. The student teachers became very cautious about expending money. The program time duration was 10 days. It could have been reduced to 9 days and thus the expense could have been reduced. In some places all the participants of excursion had to walk on foot to some distance. There was no other way than walking on foot so all of them walked.

**Best Practice 2**

**Title of the Practice:** Hindi Diwas

**Objective:**

- To give respect to Hindi language
- To give an occasion for the teacher trainees to develop their personality by performing speech, storytelling, tableau and other activities.
- To give the importance of Hindi language which is spoken and understood by majority of the Indians
- To give an occasion to the teacher trainees to work in group and learn in the group.

**Context:** In India majority of the citizens speak and understand Hindi and for many it is a mother tongue so this language has its impact in the country. 14 September is celebrated as Hindi Diwas in India. In St. Xavier's College of Education Ambikapur every year Hindi Diwas is celebrated in an effective manner. Special preparation is done in different groups of teacher trainees

**Practice:** Well ahead of time the preparation for Hindi Diwas was started. B.Ed. I student teachers were divided into 5 groups and similarly B.Ed. II student teachers were divided into 5 groups and the

different competitions were held in those groups. Team spirit was there in every group member. Both individual and group competitions were held on the occasion of Hindi Diwas. On the occasion of Hindi Diwas some competitions like Speech, Poem, Debate, Tableau related to Hindi language took place in a very effective and meaningful manner. The judges were invited from outside the college. The staff members and the Student teachers of B.Ed. I and B.Ed. II participated in Hindi Diwas program. Evidence of Success: The student teachers got chance to come up on the stage and speak to the audience. Their stage fear was overcome. They came to know more about the importance and value of Hindi language. Self confidence of the student teachers increased and also personality was developed by this Hindi Diwas program. The group work was successfully done. Problems faced: The student teachers were already engaged in some other assignments of B.Ed. course so they had over burden of works. They had to rush for the practice. While preparing tableau the teacher trainees faced to come in one particular idea of presenting the tableau.

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/Educationa-Tour-and-Hindi-Diwas-2019-20.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

Prayer Assembly Every day there is prayer assembly from 8.30 A.M. to 9.00 A.M. All the teacher trainees gather together for prayer assembly. Every group formed by the student teachers becomes responsible for conducting prayer assembly and regularizes themselves for prayer assembly. The class day in the college begins with the prayer assembly. The main aspects of prayer assembly are physical exercise, thought for the day, news reading, do you know questions, and a skit. Along with that one of the teacher educators gives feedback about the conduct of prayer assembly. Then the principal gives some information and instruction. Lastly the anthem is song and the prayer assembly gets over. The prayer assembly in the college is meant for participation, all-round development, overcome stage fear, unity, peace, love, sense of God and spirituality, opportunity for learning and beginning the day. Prayer assembly refers to a group of students and teachers coming together before starting the learning and teaching works in college in which some prayers, pledges, national anthem etc are formally sung. Any type of information is told by the principal in the prayer assembly itself. Prayer assembly is right time to make everyone aware of college related information, orders and instructions. If the students are awarded for their achievements then the prayer assembly is appropriate for these also. The prayer meeting boosts the morale of the students and teachers. At this time, the teachers and student student-teachers get inspiration through various items of the prayer assembly. The college starts with the prayer assembly which motivates towards community participation. The teacher students overcome their stage fear. By performing skits, reading news, asking do you know questions, leading physical exercise, giving thought for the day, leading the prayer they develop their personality and learn a lot by getting feedback during the prayer assembly from the teacher educators. They understand the importance of prayer assembly. They became regular for prayer assembly. The principal of the college gives some information and instruction every day before starting the classes. This prayer assembly becomes distinctive because this is an important platform for the teacher students to develop their personality. All the teacher students get chance to come up on the stage in turn. Learning from peer group takes place through this prayer assembly. Generally there is no prayer assembly in colleges but here the prayer assembly



is conducted very meaningfully. All the staff members and the student teachers gather together. The senior student teachers give motivation to the junior student teachers. They learn the discipline of life. Questions asked during the prayer assembly are very much helpful for the competition examinations. All congregation get up-to-date knowledge through news reading. Thought for the day gives point for reflection. The skit performed during the assembly gives a clear cut message. Skills of acting are developed. Thus all these activities are helpful for the teacher trainees to become effective teachers.

Provide the weblink of the institution

<https://stxavierscollege.co.in/wp-content/uploads/2023/01/19-20.pdf>

### **8.Future Plans of Actions for Next Academic Year**

1. Second floor building construction in view of four integrated course: In order to fulfill the requirement of four year integrated B.Ed. course second floor will be constructed. 2. Preservation of college Campus: The staff members are involved in caring for the campus. General cleaning is done every Saturday. Supervision will be done by the campus cleanliness committee. 3. Capacity building of educators: For the capacity building it was decided that every year at least two educators would go for training in particular aspects of teachers formation. 4. Inculcating values in the beneficiaries: Orientation has to be provided for inculcating values in the beneficiaries 5. Addition of ICT: An LCD projector will be fixed in newly built multipurpose hall. That will be used for various seminars, workshops and other purposes. 6. There is plan of opening M.Ed. in our institute. 7. There is also plan to open research cell.