YEARLY STATUS REPORT - 2021-2022

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	Dr. Fr. Sushil Tigga
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07774230238
• Mobile No:	9406130889
• Registered e-mail ID (Principal)	xavierambikapur@gmail.com
• Alternate Email ID	tiggasushild@gmail.com
• Address	St. Xavier's College of Education, Ambikapur, P.O. Ambikapur, Fundurdihari
• City/Town	Ambikapur
• State/UT	Chhattisgarh
• Pin Code	497001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Sant Gahira Guru Vishvavidyalaya, Sarguja, Ambikapur**
• Name of the IQAC Co-ordinator/Director	**Fr. Kalyanus Minj, S.J.**
• Phone No.	**8839500282**
• Alternate phone No.(IQAC)	**9424156256**
• Mobile (IQAC)	**8839500282**
• IQAC e-mail address	**xavierambikapurnaac@gmail.com**
• Alternate e-mail address (IQAC)	**kalyanusminjsjmap@gmail.com**
3.Website address	https://stxavierscollege.co.in
• Web-link of the AQAR: (Previous Academic Year)	https://stxavierscollege.co.in/wp-content/uploads/2023/08/AQAR-2020-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://stxavierscollege.co.in/wp-content/uploads/2023/09/Prospectus-2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.36**	**2015**	**01/05/2015**	**30/04/2020**

6.Date of Establishment of IQAC	**15/06/2015**
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.	

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	00

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	2
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

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

Seminar on Teaching Skills

Various Competitions on Hindi Diwas

Rangoli Competition

Rally on Constitution Day

Street Play at Market place

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
a) Evaluation of the academic year 2020-21 b) Introducing blended learning c) Following the rule of New Normal during corona period d) Organizing some activities for the personal development of the teacher students e) School internship programme	Achievement: Action taken Report 1- Both positive and negative aspects of the academic execution were discussed and improvement in the coming academic year was thought out. 2- Both online and offline classes were executed according to the needs of time. 3- The teachers and students continued their teaching and learning process though there was corona. 4- The student teachers were encouraged to come to college. There were many activities, competitions, seminars, group activities etc. were arranged in the college in-spite of corona period and the student teachers got opportunity for their personal development. 5- The school internship was conducted which is very important part of B.Ed. Curriculum. Instead of four months of school internship only two months were allotted for school internship.
1- Continuation of preparation of 2nd cycle of NAAC . 2- Quick assessment on the coverage and completions of syllabus. 3- Assessment of Online and Offline mode teaching 4- Guidance and Counselling cell be established. 5-Celebration of Feast of St. Francis Xavier the patron Saint of the College	1. The preparation for NAAC was continued. The Coordinator of IQAC distributed the work for the staff members. The staff members worked according to the responsibility given by the Coordinator of IQAC. 2. The courses were covered. The teachers did not lag behind in following the syllabus. Therefore the teacher students were being prepared for the examination. 3. Whenever there is possibility of offline mode, the offline class will be preferred. So that the teacher

	trainees may get opportunities to interact one another and they may develop their personality. 4. An adequate place to be established in the campus. Fr. Kalyanus Minj and Ms. Benedicta Bara will take care of guidance and counselling cell. More members could be trained for this area. 5. The feast of St. Francis Xavier was celebrated according to the plan in both online and offline mode.
1- Review of Best Practices 2-Calendar for academic year 2022-23 3 - Expertise to be developed to provide consultancy services 4-Assessment, Evaluation and Annual Examination preparation 5- Construction work in the view of 4 years Integrated B.A. B.Ed. and B.Sc. B.Ed. Course	1. Best practices of the institute will be examined whether those practices have yielded imparted the beneficiaries and those enhanced the quality of services. Observation and survey will be done randomly among students. 2. We are not sure whether lockdown period will go away. In this situation new normal has to be adopted. 3. More educators will be sent for specialization. 4. The internal Assessment of the teacher trainees will be done after the discussion among the staff members. The student teachers will be prepared for both online and offline exam. 5. According to the NEP 2020, the second floor of the college building will be extended.

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Xavier Institute Surguja	28/09/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	10/01/2023

15. Multidisciplinary / interdisciplinary

Xavier Institute Surguja, the Registered Society, through its Governing Body and General Body has decided to go for multidisciplinary and upgrade St. Xavier's College of Education Ambikapur from Two Year B.Ed. course to 4 Year Integrated B.A. B.Ed and B.Sc.B.Ed. course. Therefore, The College, Management, to fulfill its infrastructural requirements, has decided to go for additional rooms. The construction of the terrace floor with additional lecture halls and other rooms are getting ready. This decision is as per the revised norms Appendix-13 Norms and Standards for 4-year integrated programme leading to B.Sc. B.Ed / BA. B.Ed Degree the 'Two Year B.Ed. Course' will be phased out and the B.Ed. colleges will cease to function. Further exploration for the required NOC, approval, recognition and affiliation is assigned to the college management team.

16. Academic bank of credits (ABC):

As the Academic Bank of Credits (ABC) will be mandatory for an academic institution, the college will register on Academic Bank of Credits (ABC) via the National Academic Depository (NAD) as Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD). The institute will deposit/help the students' academic data and academic awards to be stored. The institute is aware that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates as well as the compilation of award records are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, St. Xavier's College of Education, Ambikapur also will fully comply with this mandatory registration under Academic Bank of Credits via National Academic Depository.

17. Skill development:

The reform for Teachers & Teacher Training in NEP 2020 is proposed to meet quality, affordability, equity, access and accountability in education system. NEP 2020 aims to raise the standards of efficient teacher training, reforms in the examination process, childhood care etc. and it envision for learners developing in spiritual, intellectual sphere and actionable model of absorbing skills,

knowledge, values and responsible commitments. It will also deliver lessons on human rights, sustainable development and living and improved educational standards. The institute is fully aware that one of the attractive aspects is the empowerment of students using new classroom skills that matches 21st-century lives and careers for which the following main skills a teacher should learn for effective personal and career development: Digital Literacy and Digital Skills, Problem-solving skills critical thinking, effective communication, growth of creativity, health, Fitness and wellness practices, Social Responsibility, Ethics, Skill in Scientific temper is an understanding, Collaboration skill, interpersonal skills. National Educational Policy ensures the best of teachers and their contributions to the education system. Teachers will get to cover two bachelor's degrees in one go in an integrated model. This will help them receive more exposure and internship-level training experience before starting in the academic system NEP Proposes 4-yr Integrated Quality B.Ed. Programme where sharing of Teachers Across Schools will be available and minimum 50 Hours of CPD per year for heads and teachers are proposed, Teacher Eligibility Tests (TETs) will be necessary, every teacher has to go for NISHTHA which is Compulsory for All Teachers. NISHTHA training includes four program levels, including elementary and secondary levels. In elementary level, 18 online courses are available. For elementary level, twelve generic courses are available along with one pedagogy level course. The teacher will be strictly instructed to train themselves in these areas. The institute will opt for regular and rigorous of each student and for it the institute will involve some expert training colleges for up gradation and improvement of all teachers.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

This area is dominated by the Oraon Tribes. The college will make use of the linguistic talents of the native trainees. The main local and Indian dialects and languages will be promoted, learning materials in the local languages and national languages will be promoted. The involvement of local experts and sharing of teachers is on its way. Taking the same model and other models new the college will make use of the provisions. Hindi, Oraon, Sadri, Sargujhiya, and Chhattisgarhi dialects/languages will be proposed for instructions, sharing of Indian knowledge etc. Among the teacher trainees many of them can be involved in such initiative as part of the internship. The institute will enhance the integration

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

St. Xavier's College of Education, Ambikapur is keen in producing

the best teacher for the Indian Nation and for the larger human society. The activities are planned and organized for such purposes that the teachers acquire required knowledge, develop and keep mastery over the teaching skills, techniques, methods; they develop required attitudes and competencies. Adequate internship and training is planned that the teacher trainees get more and more practice and become experts in the teaching skills and administrative and academic planning. The institute always aims for 100% result and 100% employability. The Institute aims that the curriculum and curriculum implementation procedures are organized in such a way that all get sufficient subject knowledge, are exposed to exercise their new learning before they go for real teaching. The institute aims at producing the best teachers.

20.Distance education/online education:

The college is developing a multimedia class room with LCD Projector and bigger display screen. The room will be technology friendly lecture hall which will be used for both the groups: for teachers and students. The WIFI with better and faster accessibility will be used. The institute will authorize a technology friendly faculty to enhance the net facilities and mobilize and motivate students.It will be made compulsory for all the faculty members to become ICT friendly teachers, and therefore, according to the demands of the time the Distance education/ online education will be compulsory component of the teaching learning process.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**200**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.3	**26**

Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**100**

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	**100**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**200**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**3624530.28**
4.2 Total number of computers on campus for academic purposes	**13**

3.Teacher

5.1 Number of full-time teachers during the year:	**13**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	**16**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The syllabus is given by the university. The institute plans to include value added inputs in and through the activity and programme implementation through class presentation, group activities, village visits, industrial site visit and guest talks and seminars in and outside campus. Each college operationalizes the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concerns, local conditions, its clientele and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. In consideration to the kinds of its students, possibility of offering adequate choices to them to suit their capabilities and requirements as well as the extent of supports the institution can provide for these. Of course, all these are done keeping in focus the Programme Learning Outcomes as well as the Course Learning Outcomes, as, at the end of the programme every student is expected to have achieved these as "graduate attributes". This becomes the "institutional curriculum planning". This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**No File Uploaded**
Plan developed for the academic year	*View File*
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**B. Any 5 of the above**

File Description	Documents
Data as per Data Template	*View File*
List of persons who participated in the process of in-house curriculum planning	**No File Uploaded**
Meeting notice and minutes of the meeting for in-house curriculum planning	*View File*
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	**A. All of the Above**

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

12

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Brochure and Course content along with CLOs of value-added courses	[View File](#)
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

o

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	[View File](#)
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Curriculum of the institution strives for the overall development of

the teacher trainees. For such development there are various programmes organized in the college. Regular classes, library study, group sharing, seminar presentation, reflection writing, practicum, mentoring etc. are done in the college in order to have better knowledge about the theoretical study. This institute is meant for the training of the student teachers. Right from the beginning of the day activities of B.Ed. programme, the teacher trainees are given to come forward in the stage to conduct the morning assembly in a given group. They gain confidence to stand and speak in front of the audience. They act a skit and in doing so they develop their skills of acting and speaking. This everyday activity conducted by different groups after every three days. Practice of different teaching skills is done by doing Micro teaching. After this the student teachers are sent to different schools for macro teaching. There they have to show their teaching skills as real teachers. Some seminars are arranged so that they may have developed the idea of critical and creative thinking. Every individual is well respected in this institute. There is positive attitude towards one another.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

The institution familiarizes the students about the gradual change in school system in India. Study about various Commissions such as Mudaliar Commission, Kothari Commission, New Education Policy 1986, and Various National Curriculum Frameworks such as NCF 1968, NCF 1975, NCF 1988, NCF 2000, NCF 2005 etc. are done in the B.Ed. course and the student teacher come across the various diversities and developments in school system. Instead of Assessment of learning, Assessment for learning should be given much importance. Various boards of school education function either in grading system or

marking system. In every state SCERT gives some guidelines and rules to be followed. Now the National Education Policy 2020 is introduced to all the student teachers. Thus this institute is giving kinds of information about the diversified development in school system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institute organizes wide range of curricular experiences during B.Ed. training programme. Various efforts have been made by the institution to enable students develop understanding of the interconnectedness of the various learning engagements. Besides the teaching of syllabus, there are various activities and programmes organized by the institution throughout the year to develop professionalism in the field of teaching. Microteaching, school internship, orientation, seminar and workshop are well organized. Cultural programmes and sports & Games are organized according to the academic calendar well prepared after long discussion and reflection. Outreach programmes, celebrations, various competitions, awareness rallies etc. are very helpful for the student teachers for their overall development of personality.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students	Three of the above

Teachers Employers Alumni Practice Teaching Schools/TEI	

File Description	Documents
Sample filled-in feedback forms of the stake holders	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	**No File Uploaded**
Action taken report of the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

200

File Description	Documents
Data as per Data Template	[View File]
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	[View File]
Approved admission list year-wise/ program-wise	[View File]
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

26

2.1.2.1 - Number of students enrolled from the reserved categories during the year

26

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

There are two types of admission processes i.e. admission through Christian Minority quota and admission through general counselling. Both types of admission go through the process of B.Ed. common entrance test conducted by SCERT Raipur. Those candidates who want to take admission through Christian Minority seat submit their application before the B.Ed. common entrance test. As soon as the result of B.Ed. common entrant test is declared, those candidates are called to the institute for the counselling and interview. In this process all the documents of the candidates are verified and then they have to go through interviews taken by two panels and lastly the principal takes the interview then a merit list is prepared and according to the merit list 50 candidates are admitted in B.Ed. I year. Another 50 seats are filled by the general counselling conducted by SCERT Raipur. In the both process of admission 80 percent students are admitted from Chattisgarh and 20 percent candidates are admitted from all India quota. So right from the beginning of admission the candidates go through the assessment process. They go through the written assessment conducted by SCERT Raipur and also oral one conducted by the institute.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**Two of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	View File
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

14

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Use of LCD projector attracts the students where they can find the clarity in written material and along with that some audio visual aids make the teaching learning process more effective. Role playing, acting and presenting skit etc. make the student teachers active in learning.Microteaching is given much importance in the institute. The teacher trainees have to remain focused in acquiring mastery over various teaching skills which draw the attention of the learner. The institution has many co-curricular activities which keep the student teachers active throughout the year. In all the cocurricular activities the teacher trainees use the method of 'Learning by doing'.The student teachers are divided in five groups and various competitions are organized among these groups. Here participatory learning in the group with team spirit takes place.

During the time of school internship, the student teachers have to write unit plan and for that purpose they have to do a lot of preparation. The student teachers use teaching aids for the preparation of the teaching aids they make much effort. In short, the institution expects that the prospective teachers may attain, cognitive, affectice and psychomotor objectives of learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with

Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

200

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	One of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institution promotes group activities. Every year the teacher trainees are divided into 5 groups and most of the activities and competitions take place in groups. In every group a teacher educator is kept to look after and observe the group. If needed the teacher educator guides the group members. Similarly there are 10 groups for prayer assembly conduct.There is cultural and religious diversified group in the in the institute. The institution has adopted secular approach in all the practices. All the main festivals of different cultures and religions are celebrated in the institution. Here there is linguistic diversified group.There is good respect towards one another. The student teachers respect the faculty members and they are also well respected in the institution. Most of the teacher trainees are staying in different hostels or their own family.New Education policy in the field of education is a new issue which is introduced to the teacher trainees and thus they may prepare themselves according to the new education policy. Right from the beginning of the admission through Christian Minority seat or general counseling, the candidates are taken interview which helps a lot to know the candidate.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	**Four of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	**No File Uploaded**
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The institution has many co-curricular activities which give pace for the teacher trainees to develop creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. All these activities mould the personality of the teacher trainees.The faculty members and other invited resource persons give seminar to the teacher trainees. This institute gives opportunity to the teacher trainees to go through various workshops. A lot of reflective and communicative abilities and skills are developed through workshops. All such workshops help the teacher trainees.Orientation for new Students in the new Academic Year, Orientation for school Internship, Orientation for B.Ed, I Teacher trainees, Orientation for B.Ed. II teacher trainees etc. are very

much part and partial of B.Ed. curriculum and this institute is regularly organizing these orientation programmes.Various Competitions are arranged every year but due to Covid- 19 this year some of the competitions could not take place. Microteaching programme was conducted in short way. Timing of school internship was reduced this year.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity	Six/Seven of the above

in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as

Two of the above

interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**One of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in	**All of the above**

**preparatory arrangements
Executing/conducting the event**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The principal of our institute gives application to the D.E.O requesting him to provide schools for internship of our teacher trainees. The D.E.O. gives a list of schools for school internship.In the year 2015-16 when first time two year B.Ed. course was started all the Principals of the schools selected by the D.E.O. were invited in our college for a meeting. The principal of the college explained every detail of the school internship programme

given the B.Ed. curriculum.Before sending the student teachers for school internship some preparation work is conducted in the form of orientation, Seminar and workshop.The teachers of the institutions during the school internship programme work as teacher educators and mentors. The principal of the institute appoints all the teacher educators to visit schools where our student teachers go for school internship.The teachings of the student teachers along with their unit plan copies and other related copies are observed and assessed. Overall performance of the student teachers is assessed. Our teacher trainees are sent to Government schools and Private schools both in Hindi medium and English medium schools. These schools are located either urban area or rural area.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Every year school internship programme is arranged by the Principal of the institution. A letter to D.E.O. is given by the Principal requesting him for providing schools for internships.

Role of Teacher Educators

Unit plans are written by the student teachers on the basis of the guidance given in the unit plan workshop. The teacher educator goes through the unit plans and gives suggestions. All the teacher educators are sent to different schools for monitoring the teaching of the student teachers.

Role of School Principal

The role of school principal is to allot classes for the student teachers according to the availability of classes and subjects. He is responsible for the attendance and other activities and duties of the student teachers. He looks after the progress of the student teachers.

Role of School Teachers

The internship school teachers are supposed to give feedback of the student teachers whenever they get time to observe the classes of the student teachers.

Role of Peers

There is peer group feedback by the peer members of the school. While a student teacher teaches the student in the classroom, the peer goes to his/her class and gives feedback in the written form.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	**No File Uploaded**
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

1

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

6

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

90

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The teachers make efforts to keep themselves updated professionally through participating in the professional development programme like seminars, conferences, workshops, at local, regional, national and international levels and they gain knowledge useful for catering diverse teacher trainees' needs. The teacher educators make use of library books and other electronic resources to updates their knowledge and skills.The teacher educators are well aware of it. Covid-19 taught a lot about online teaching and use of technology is teaching learning process. There are many occasions where online class or seminar can be useful. So the teacher educators are trying to update in the area of technology.

Recently new education policy is coming to existence in the field of education. Time and again seminars and meetings are held for the educators to become thorough in the new education policy. .The teacher educators are aware of the use of ICT in their teaching.Now this is the time to learn from other institutions especially in the field of policies and regulations of different colleges. Whenever any faculty member goes for some seminar, he or she has to share about the seminar in the college among the faculty members.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Every year some of the basic processes of Continuous Internal Evaluation are 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. Similarly there is half yearly exam and model exams are conducted regularly every year.There are other types of Continuous Internal Evaluation in the form of performance. 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. 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 programmes, cultural programmes, games and sports etc. and the talents, skills, capabilities, aptitude, are evaluated and these are very much part of the evaluation of psychomotor domain. In the field of affective domain the attitude of the teacher trainees towards education and teaching profession is observed. There are various courses in the B.Ed. curriculum which motivates the teacher trainees to become effective teachers.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The instituteconducts the external examination according to the guidelines given by the university. The university has its own rules and regulations to solve the grievances raised by the students and also at the intitute level, there is certain procedure to resolve the grievance of any student.The college has a mechanism to deal with the examination related grievances.There are mainly two types of examinations conducted here in the institute i.e. internal and external examination.

External examination is conducted by the university. All the procedure and information are given to institute in well advance of time. This institute is an examination centre so it arranges all the facilities according to the guidelines of the university for the final examination. All the instruction is given in the admit card of every student.

After the result is declared, a student is allowed to apply for re-evaluation if he/she is not satisfied with his/her result. But he/she has to apply within the time duration allotted for re-evaluation. If any grievance comes from the students, that grievance is analyzed and suitable solution is reached with the knowledge of the principal.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is prepared by the principal with the help of faculty members. Before the academic session begins, the academic calendar is prepared after much discussion with the staff members. All theprogrammes are allotted in different time periods of the academic year. The institute goes through the entire programme given in the academic calendar.

Before admission interviews takes place. Unit test, monthly test, oral test, practical exam, half yearly exam, final exam etc. are specified in the academic calendar. The institute conducts all the programmes prescribes in the academic calendar. During the school internship, the student teachers are assessed by their teachings in the classes. Keeping in view the purpose of B.Ed. programme, all the qualities and teaching skills are assessed. All these assessments give opportunities to the student teachers to grow and develop day by day. There are various practicum, assignments, project works, group activities, etc by which the student teachers are assessed. All the three domains i.e. cognitive domain, affective domain and psychomotor domain of the student teachers are assessed in B.Ed. training programme.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The institute aims to produce competent, committed, compassionate and innovative teachers. They develop skills involved in selecting, developing and using evaluation tools. From B.Ed. first year the student teachers are given time to go for school observation. They come to know the management of the school and the functions of the schools The teacher trainees are sent for outreach prograemme and they get opportunity to be with the people and understand their life.

The course outcomes are achieved by following the required norm of NCTE. The courses given in the college according to NCTE are Childhood and Growing Up, Contemporary Indian Society and Education, Perspectives in Education, Language, Education and Society, Pedagogy of Hindi, Pedagogy of Language – English, Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Language Proficiency – Hindi, Language Proficiency – English, Self, Identity and the Teacher & Art and Drama in Education, Yoga Education, Learning and Teaching, Gender, School and Society, Curriculum and Knowledge, Assessment for Learning, School, Culture, Management and Teachers, Teacher Identity, Self – Development (ICT), and School Internship. The teacher students are shaped and mould with such courses and thus these courses are quite appropriate to produce effective and skilled teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

B.Ed. programme has mainly two components i.e. theory and practical. Theoretical part is meant for the cognitive development and the practical part is meant for the professional skill development. In order to have these developments the student teachers have to go through various academic and co-curricular activities.

While implementing the vision and mission of our college, various activities are conducted for the achievement of programme learning

outcomes and course learning outcomes of teacher trainees. . Through various activities, the student teachers develop spirit of competence, leadership and sense of service, self-reliance etc. Through these activities, the feeling of transmitting of one's feeling effectively and sense of responsibility towards the society is developed.

Before going for school internship the teacher trainees go through microteaching through which they practice various teaching skills and they apply them in their teachings during school internship. From time to time weekly test, monthly test, unit test are taken and the intellectual level of the student teachers is assessed through examinations.

Intellectual depth is the course learning outcome. Critical thinking, taking right decisions in life, responsibility for personal training, development of self concept on subjects are achieved. The teacher trainees develop intellectual curiosity.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

```
Different initial exams show that in the beginning the performances
of the student teachers are poor. Unit tests monthly tests weekly
test, half yearly exam show that in the beginning of their
performances are not up to the mark but if we see the result of
final examination, it is very clear that their performances are
good. This is the clear indication that their performances day by
day is improved and at the end of the year in the final examination
they perform well.

Throughout the year the year the student teachers are assessed
through various ways and means which show that there is improvement
in their learning. It is quite visible improvement in the
performances of the teacher trainees in cultural programmes and
other programmes in the college as they go from B.Ed. first year to
B.Ed. second year.

There are many more areas which show that the student teachers
fulfill their learning needs such as effective communication,
critical thinking, and effectiveness of teaching skills and
techniques, use of teaching materials and technology, positive
attitude towards teaching job, group dynamics, team work,
discussion, responsibility, moral values etc.
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File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

NA

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three of the above**

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

2

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

5

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

649

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

2

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

219

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

In order to sensitize the prospective teachers to social issues, seminars are arranged related to social issues and ome awareness programme and rallies, speech and quiz competition etc. are conducted in some particular occasions.

NSS Camp at Bargawan Village was organized from 2nd to 7th October 2022. The Chief Guest Mr. Brajesh Singh Sarpanch of the village, inaugurated the program. The purpose of the Camp was for the personality development of the students through active involvement in the life of the villagers, to be and to work with them so as to be aware of their needs and eventually find solutions to the problems.

Every year the student teachers and the staff members visit special children of Asha Nikunj School which is a school for deaf and dumb. They spend one day with those special children.

A village named Kanthi around 6 kilometers away from our institution is an adopted village where the prospective teachers and teacher educators visit and also do awareness programmes.

On the occasion of Constitution day some awareness and rally programmes are organized. In our institute every year on 26 November, the Constitution Day is celebrated to commemorate the adoption of Constitution of India.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

1

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes	Five/Six of the above

Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institute has sufficient infrastructure to run two years B.Ed. Course. There are well organized classrooms and halls. The supporting staffs look after the cleanliness of the different rooms and offices. Some of the classrooms have LCD projectors and most of the teachers use them for teaching. The computer lab is maintained by computer technician. The college library has sufficient books. The teacher trainees make use of library according to the library rule prescribed by the librarian. Every teacher trainee has library card to get issue library books. There are different play grounds for football, basketball, volleyball, and other games. The physical director is supposed to look after different games and also to teach the teacher trainees about the nature of different games. There is a canteen facility which is used not only by the teacher trainees but also by the students and hostels of the campus. The flower garden of the institute is well maintained. The head of the institution is responsible for all kinds of maintenance of the institute.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

6.29

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college library consisting of more than seven thousand books is a large library which is meant for only B.Ed. Course. There are two

types of books mainly i.e. Text Books and Reference Books. Besides these books some journals are prescribed. Daily news papers both in Hindi and English are available. During the time of pandemic some of the English journals including international journals have been stopped but now as the time becomes normal it will be continued. The teacher trainees are encouraged to read these news papers. The students are profited from the library. The librarian issues books for the teacher trainees according to the rules of library. Every year some new books are added in the library. Unfortunately automation of the library is still on the process. Because of the ignorance of the ever developing technologies and other resources, this library is not able to update itself. By the help of some other well advanced libraries and some knowledgeable persons this library will get shaped with modern technologies and software.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Pandemic period was an exceptional case when the student teachers found themselves away from the library since they were not allowed to come to college and get issued some books. In between the pandemic period some days were given for offline class. The teacher students came to college for class and during that time they could use the library. The teachers used library books for online teaching as well as offline classes. During the pandemic time the use of library was very little. The developmental work of library was also affected.No new book was bought during this session. But new things regarding online teaching was strengthened. The staff members learnt new methods of online teaching. Thus the pandemic period taught the staff members and teacher trainees to use technology in teaching learning process. That was starting point to understand the value of blended learning.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.09

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

30

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**None of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college has subscribed for BSNL phone connection and Network related connections are operated in it. The net cable is connected with WiFi points form where the students and teacherscan access the data. College office and Library Office is directly connected with data cable.

The teachers using and taking ICT class access the data though wifi.

Telephone cable connation existed before the building was given to Collage Education for its' use. At the moment data plan is shifted from aBroad Band to Fiber plan.

Now the data service is regular and the work that we want to do is done more efficiently. All office work and college communications are done on it. All those who use laptops or mobile for their on line teaching and instructions they use this Wifi.

The library computers are all connected with data cables. Students desiring to use the computers are free to use them. The Staff computers too are connected. The institute needs to inculcate interest among the students to use ICT for learning- teaching. The college also needs to enhance and upgrade the gadgets.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

15:1

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	[View File](#)
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

6.34

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Xavier Institute Surguja, the Governing Body has given an autonomy to the college to establish a College Governing Body. The College governing Body has the responsibility to study, prepare proposals to the Governing Body of Xavier Institute Surguja.After much deliberations at college governing Body meeting, the governing body proposes ordinary or extraordinary budget to the Governing Body. The Governing body time to time takes reports of the activities of the college.

Library is another area where we need to give more attention. During the past years the major objective was to make the library a spacious, well furnished and conducive place where every reader would like to enjoy entering and reading. The college shares the science labs with the well-established St. Xavier's Hr.Sec. School, Ambikapur which is owned and run by the same governing body.

The Society has a huge sports complex in sharing with the school. There are three full size football grounds which are, according to the season, used for other games too. There are two basket ball courts, two volleyball courts, and one badminton court for the use of the students.The class rooms are annually repaired and maintained.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	One/Two of the above

File Description	Documents
Data as per Data Template	[View File](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	D. Any 1 of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
60	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

20

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council is formed by voting system in a democratic way. After the election is over, one of the dates is fixed for oath taking ceremony of the cabinet members. In all the activities prescribed by the IQAC, the cabinet members are leading figures. The cabinet members implement the tasks given by the management and principal to the student teachers and on the other hand the opinions and thoughts of the student teachers 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. The cabinet members get good opportunity to become leaders and get change to do develop their personality and other human qualities. They gain self confidence and get chance of learning by doing. In future they may become great leaders and they can do something great for the nation building. The student council is helps institute in achieving its mission and vision.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

5

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	**No File Uploaded**
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Every year St. Xavier's College of Education is producing 100 teachers and after 13 years of time 1300 teachers have already been produced by this institute. Almost all of them are serving students and society at large. In general all the students remeber thier own teachers. Simliarly all the former student teachers of this intitute remebers all the teacher educators wherever they may be working. They have great respest towards the teacher educations and this institute. Whenever they meet the teacher educators they show their gratitude saying this institute and specilly the teacher educators did great for their life and becuase of the teacher educators of this institute they achieved their goal of life. All these sentiments show that the alumni of this institute are successfully serving the people and society but unfortunately till now their is no registered Alumni Association. Informal way the non-registered Alumni Association is functional. The Alumni of this institute are in contactindividually and they give their own ideas and suggessions about running the college. They are open enough to help and support outwardly. The institute is planning ot establish Alumni Association as soon as possible.

File Description	Documents
Details of office bearers and members of alumni association	**No File Uploaded**
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	**No File Uploaded**
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

It is easy to contact any of the alumni and there is still good relation with the old students wherever they are working as teachers. Whenever they come to our college for some personal work we give them chance to share their experiences with the students teachers during prayer assembly. They share their very positive experiences about this institute. The old student teachers of this institute givesupport this institute in various ways. But unfortunately till now there is no Alumni Association of this College at the functional level. There is need of starteing Alumni Association in this institute.The problem with the old studet teachers of this institute isthat when we talk of alumni association and ask for coming for a meeting, they say either they have no time or not possible. They are engaged in their day to day work and busy with their family. The istitute is planning to make anAlumni Associaltion which will fuction well and in this way the support and contribution of the Alumni Association can be received.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

VISION

"Enkindling the prospective teachers and others with love, faith and human values, establish a just, harmonious and humane society."

MISSION

Our Mission towards Prospective Teachers:

- To form our students as persons of Competence, Conscience, Compassion and Commitment.

- 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.

Nature of Governance:Long and short term plans and overall directions are headed by the Provincial of Jesuit Society of Madhya Pradesh Province. Under the leadership of Fr. Rector of the community, the secretary executes the administrative functions of the institute such as recruitment and employee engagement in the institute.

Perspective Plans:Perspective plans like admitting tribal and financially poor students, outreach programmes, coaching in Spoken English, developing cultural ethos, School Internship, Training on ICT Skills etc., are conducted keeping in view of vision and mission of the institute.

Participation of staff and student teachers in the decision making bodies: The faculty, student teachers, non-teaching staff and nominees of the University, present their observations and opinions in various academic co-curricular activities to the responsible authority and thus they participate in the decision making bodies.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

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 particularly by Madhya

Pradesh Jesuit Society. Under this, Xavier Institute Surguja is the registered society which is managing society.

The Governing Body takes the major decisions about running of the college. Governing Body meeting takes place annually. The minutes of the meeting are proposed by the secretary. The decisions are made by the Governing Body according the minutes given as an agenda of meeting. The decentralization system of the institution is clear with transparency.

The purpose of student council is to develop spirit of participative collaboration, to develop leadership qualities, to develop democratic way of decision making among them. The Student council functions as a bridge between the management and students.

Besides teaching, each of the staff members is assigned to become in-charges of Women cell, Cabinet Cell, Class Coordinator, Cultural Programme, Discipline, Sports and Games etc. Both staff and students are responsible for stage programmes, cultural programmes, various types of competitions among the student teachers, sports and games, outreach programmes, excursions, class picnics etc.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The college is self financed college.The treasure and the college accountant prepare the budget and present it to the secretary. In its budget meeting in the presence of the president the treasurer presents the budget for its approval. Any un-expected, unprecedented major purchase the principal approaches the president.

Keeping account of the institute is done with the help of computers. Tally programme is used for entering the data. Cashless payment is preferred for day to day expense. The institution does not get financial support from the government. Tuition fees along with bank interest are only source of financial support. Tuition fees are also fixed by the Fee Regulatory Committee Raipur.

There are regular meetings a transparent and enriched academic programme is arranged. The academic activities are decided in a democratic manner which is clear sign of transparency in academic process. The student, parents, society and every stakeholder is familiar with the curriculum of the institute.

The institution has provision to take 50% admission through Christian Minority seats. Another 50% admission is taken through general counseling arranged by SCERT Raipur. Admission through this process also is taken on merit basis.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Strategic plan is a process in which an institute's leaders define their vision for the future and identify their institute's goals and objectives. It helps in knowing where we are and where we want to go along with the given the strengths and weaknesses of the institute.Just after the admission in B.Ed. First Year, spoken English Class is started every year. The newly admitted student teachers are given some basic knowledge of English. The English speaking is practiced thoroughly. In order to give importance to English language all the office works are done in English.Every Wednesday and Saturday, the prayer assembly is conducted in English. All the items of the prayer assembly such as physical exercise, prayer song, thought for the day, news reading, do you know questions, skit, feedback of the prayer assembly, information by the Principal are conducted in English.B.Ed. training programme has many stage programmes. The anchors use both English and Hindi while conducting the programme on the stage. Here also there is scope of learning English by listening to the speakers and the anchors.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

St. Xavier's College of Education Ambikapur is a Christian Minority institute administered by the Jesuits of Madhya Pradesh Province under the president, the chair person of the Governing Body of the college.The president of the institute is overall in charge. He has a deciding power to administer the institute. The appointment of the Principal, the Secretary and other religious staff is decided by the Provincial.Participatory approach of administration is implemented. The principal of the college plans and implements concrete curriculum programmes. He leads to prepare a calendar for whole year. He involves the faculty members and even students to carry out activities.The Governing Body takes the major decisions about running of the college. Governing Body meeting takes place annually. The minutes of the meeting are proposed by the secretary.Academic body is responsible for curriculum formation and approves the curriculum suggested by the board of studies. There are Student's Cabinet Body, Anti-Ragging Body and various students' bodies of institution. Similarly there are various committees constituted by the institution: Core Committee, IQAC, Library Committee, Outreach Programme Committee, Women Welfare Committee, Cultural Committee, Discipline Committee, Examination Committee, Purchasing Committee, Magazine Committee etc.

File Description	Documents
Link to organogram on the institutional website	**Nil**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Effectiveness of any institute or organization depends on the active and vibrant cells and committees etc. the more these bodies are active the more activities take place and the greater impact it has. For the better functioning and more effectiveness of St. Xavier's College of Education, Ambikapur there are responsibilities assigned for individuals, for cells and for the committees.The governing body convenes its meeting twice a year. The first meeting is to briefly approve the verities of proposal by the academic and other programmes including staff selection, activity and progrmme appraisal.The cell was initiated during the NAAC peer team visit in 2015. Since then it is functioning well. But in recent years it has picked up its pace. Now whatever is organized the cell makes it sure that the task is fulfilled. It organizes seminars, cultural programmes indoors and out door. Whenever there is any organization it makes sure that the programmed goes on well.The College Cabinet is the composition of all the students who are either elected or nominated by the college.The cabinet president works in close communion with the principal and the college class coordinators.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The college is concerned about the welfare of its members. The college does the following as its welfare scheme.The college asks the faculty to identity a useful programme and propose the budget. The budget is covered mainly the course registration fee, accommodation and travelling charges. Whenever a teacher asks for any sort of qualification updating etc. the college gives the desired or required duration. In this the college doesn't bare the expenses. If the teachers are in probation then they are not considered for some leaves.If a faculty takes up any study project and if he/she needs some free time for his studies, the college give them the desired or requested leave for short period with payment.St. Xavier's College, as part of its welfare and appreciation gesture, celebrates the birthday of each of its staff: teaching and non teaching. There is a structure of the programme. First, there is prayer for the person, followed by a short felicitation. As long as they are in the campus they are allowed to use WiFi. Thus they are give mobile data to use for their private and personal work.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

1

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The growth of the institution depend on its appraisal of its performance. The performance of each individual contributes towards the learning outcome of each student teacher and also towards the overall growth of the college and once contribution towards the nation building. Therefore, if it is done surely the institute will catch up with the frontier institutions. At the end of the academic session or whenever there is College Governing Body Meeting the principal presents the short and informal report. For such appraisal, Principal himself directly asks the individual staff members to share their satisfaction dissatisfaction about their performance. Each year all the staff members come together and have an annual performance assessment. While assessing the teacher students and allotting them their internal marks the teaching members cordially and collectively share their feedback on each other. They also assess the support, help cooperation they get from the non teaching staff. Each year after the declaration of the university results once again the entire college come together in an informal manner where the teaching performance of individual teachers is doe in relation to the marks obtained by the students.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

St. Xavier's College of Education, Ambikapur is a self financed College. The resources generated is invested in the day today running of the College. In Chhattisgarh, the private colleges are not allowed to fix their own fees. The fees, as per the structure proposed to the 'Fee Regulatory Committee CG Government" of the state government.St. Xavier's College of Education, Ambikapur is a unit of Xavier Institute Surguja. So, whenever there is necessity or possibility the treasurer of the society comes for formal and/or informal checking. The Society, Xavier Institute Surguja, on its discretion has mid term and financial year end regular external financial audit. B.K. Banka, a Chartered Accountant and his team regularly visit and check the financial management. They keep us informed about the new rules and regulations on financial matters. Thus if we add other audits then there are multi tier audits, such as; External auditor twice, mid terms and financial years end audit, House Treasurer's Audit – practically every month, Province Treasurer –once and year, occasional visit of the auditor who checks some extraordinary expenses. Some times University also comes to check and verify our account heads and its expenditures.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Funds are available only through two sources: (1) Management fulfills and infrastructural, developmental and any extraordinary expenses. Specially for building, asset addition the funds are not sufficient. (2) It is worth repeating to know and become aware that the overall financial needs are not completely met. St. Xavier's College of Education, Ambikapur is a self Financed College.. The fees, as per the structure proposed to the 'Fee Regulatory Committee CG Government" of the state government. There are many developmental and infrastructural additions. St. Xavier's College of Education has the following plans for the maximum use of the funds:

1. **Salary Expenses and in salary more than 51% of our income is utilized.**
2. **Infrastructural development and enhancing the resources is one area for which we need to spend more funds. In this category Library books purchase and addition, Lab, Building, Computer, Furniture etc.**
3. **Maintenance of the entire Campus: St Xavier's College area is comparatively larger and the old building has its needs for repair and maintenance.**

Thus, the college is struggling to provide better salary, better facility etc. Once the fee regulatory committee raises our fee we shall have better human recourse can be prepared.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Since its foundation/establishment the Internal Quality Assurance Cell is rendering its quality service to the college. Right in the beginning of the new session the IQAC invites all the teaching and non-teaching staff for a planning and calendar preparation meeting. This is one of the guiding principles for our college and its standard. In its daily academic life all the students are always encouraged to go for excellence and always going for better and better is the slogan and driving force.The governing Body of the college is always the force for the college that demands better service.There are some college on which the university would like to depend upon for its dignity and credit. St. Xavier's of Education is one of the colleges' form which the university can openly demand for quality service.St. Xavier's College has many such colleges run and administered by the Jesuits as its model, its example and a challenge to become more in quality. St. Xavier's College invites and involves so many new comers and all students for quality performance. He attends so many meetings with the members of the higher education commission.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process

periodically in not more than 100 - 200 words.

Since its foundation/establishment the Internal Quality Assurance Cell is rendering its quality service to the college. Right in the beginning of the new session the IQAC invites all the teaching and non-teaching staff for a planning and calendar preparation meeting.The college has a practice of daily examination of the daily activities. The last period is given for reflection writing. The students are given this moment ot assess the day what has happened to them at interior level. They are encouraged to write openly.The college which takes "Magis' as their new moto. Magis means more and more and there is no limit of doing better and better. This is one of the guiding principlesand its standard. The governing Body of the college is always the force for the college that demands better service. Twice and year it compulsorily comes together to get to know the progress and content learning outcome and programme learning outcome.St. Xavier's College has many such colleges run and administered by the Jesuits as its model, its example and a challenge to become more in quality. This institute invites and involves so many new comers and all students for quality performance.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

13

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

1. Improvement in the structure: The construction of the third floor is part of new addition of the building. Keeping in view of the New Education Policy and 4 year B.A./B.Ed. Integrated Course and B.Sc./B.Ed. Integrated Course, the infrastructure is extended. Keeping in view to open 4 year B.A./B.Ed. or B.Sc./B.Ed Integrated Course, the building is being extended to third floor to meet the room requirement of the new course. The institute is a visionary and wants to be ready to meet the coming requirements of the institute.

2. Proper follow of Academic Calendar: The preparation of the academic calendar was done by the whole staff members in a collective way and was prepared after one week of continuous hard work. Therefore the calendar was well prepared and it was realistic. Keeping this in view all the programmes and activities were conducted. Smoothly. The academic calendar helped the institute to execute all the programmes and activities in a well planned manner. The preparation of all such programmes and activities were done well ahead of time. For example preparation of educational tour was planned out well ahead of time.

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution is well aware of the energy conservation, use of alternative sources of energy for meeting its requirements. Use anything as per need of the thing. All the tube lights are put of as soon as their needs in the rooms are over. Similarly at night for the protection of the building and campus bulbs are kept on but in the morning all these lights are put off. In this way the institution is sensitive towards the use of anything in the campus

and structure. The students are instructed to use the thing like water sparingly. It is applicable even in the use of money and other property available in the institution. Proper use of money, material apparatus, technology and other resources of the institution. Similarly human resources are also used adequately. The work division for the staff members is done according to the capacities, qualities and interest of the staff members in order to fulfil the requirement of the curriculum. Rain water of the campus is stored in a pond and when needed water of the pond is used for irrigation. Use of plastic in the institution is banned.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

This year all the waste materials of the campus are collected and given to the municipality. Every day the workers of municipality come to fetch the waste materials. They gather dry waste material and wet material separately and if possible they use them for recycling. The institution is very sensitive towards the cleanliness of the campus and the rooms. Every day they are cleaned including all the wash rooms. While cleaning the campus especially in the rainy season grass and other not useful plants are uprooted and dumped in a ditch to make composed manure. Also in others seasons the fallen leaves are gathered and dumped to make compost manure. Waste papers are sold to the paper buyers. They recycle the waste papers and make another paper. Electrical waste items are also either recycled or soled. Best out of waste is followed and if possible some of the waste items are used to make some teaching aids and thus the used materials are made useful in an innovative way. All the teacher trainees are given opportunity to develop their personality. They are given chance to become leaders. That is how the teacher trainee become useful persons in the society.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Ambikapur city is well known in the country for its cleanliness and this institute being part of Ambikapur city is well aware of the cleanliness of the campus. The general cleaning of the classrooms, offices, library, halls etc. is done regularly. After cleaning these areas mopping also is done along with applying phenyl. Similarly washrooms are cleaned daily. Thus all these are kept neat and clean. There is green cover in the middle part of the quarter. The grass of this loan is trimmed whenever needed. Other show plants are trimmed

and kept attractive. There are some plants kept in pots named air purifier. It is considered as air purifier. On the other hand all the staff members and the students are made well aware of the cleanliness of the campus. They cooperate in maintenance of the campus neat and clean.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

3.79

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The institute is related with the local people and they have positive attitude towards this institute. Every year the institute arranges a gathering with the special children of Asha Nikunj School Ambikapur. The teacher trainees performed a Street Play at market place which was watched by the people at the market place. The teacher trainees visit the adopted village and they give the feeling that they are interrelated with them. In this way the teacher trainees come in contact with the villages and also they come to know the culture of the people here around. On the eve of any important feast and festival prayer service is organized which shows respect and positive attitude towards each feast and festival of different religion and culture. The teacher trainees while school internship come in contact with many students in different schools and they come to know about them and their culture and thus they give respect and appreciation to the local students of those schools. The teacher trainees get acquainted with the teachers of those schools and make good rapport with them. Though some of the teacher-trainees are from far distance yet they are able to mingle with the local people.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes	B. Any 3 of the above

professional ethics programmes for students, teachers, administrators and other staff
Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**No File Uploaded**
Web-Link to the Code of Conduct displayed on the institution's website	**No File Uploaded**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice 1: Prayer Assembly

1. Objectives:

- **Develop skills, self confidence, personality and team spirit**
- **Understand discipline, punctuality, participation, responsibility and spirituality in life**

2. Context:

The students gather together for prayer assembly before they start classes.

3. The Practice:

Every day there is morning assembly before the class begins.

4. Evidence of Success:

The teacher students gain skills, and develop their personality which is observed by the people.

5. Problems Faced and Resources Required:

A few teacher trainees get late for the prayer assembly.

Best Practice 2: Visit of Special children at Asha Nikunj

1. Objective:

• To accompany the special children in search of meaningful life and hope for future

2. Context:

Every human being is unique in the society. Special children human persons facing with physical and emotional problems.

3. The Practice:

Every year the student teachers and the staff members visit special children.

4. Evidence of Success:

Feeling of mercy and sympathy towards the special children are created in the hearts of student teachers.

5. Problems Faced and Resources Required:

The student teachers face the communication problem as the special children are not able to speak and hear.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Discipline of the institute is something unique. All the teacher trainees are always in well discipline. Right from the beginning of B.Ed. I, all the teachers trainees are made well aware of the institute. It is said that discipline makes a country great. All the teacher trainees after the admission are given orientation for three days. In this orientation programme, the newly admitted teacher trainees are motivated to do the B.Ed. Course with whole heart and mind. They are told about the college ethos. According to well prepared prospectus and the calendar of the academic year, all the activities and programmes go smoothly in well discipline manner. The students are divided in different groups to work in the group and also the staff members pay attention to the discipline of the teacher trainees. Most of the teacher trainees have more than 80 percent attendance. All the teacher trainees come in prescribed uniform. They come to college along with college ID. They always come to college neat and clean. They are trained to be in well discipline so that they may keep their students in well discipline when they become teachers in the future.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded