



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**ST XAVIER'S COLLEGE MAHARO DUMKA**

ST. XAVIERS COLLEGE, MAHARO, DUMKA

814110

[www.sxcd.edu.in](http://www.sxcd.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

St. Xavier's College, Maharo Dumka is pleased to present this Self Study Report (SSR) to the National Assessment and Accreditation Council (NAAC), Bangalore. SXC, Maharo is a highly respected Institution in Dumka and is founded by the members of the Society of Jesus (Jesuits) who are pioneers in the field of Education and Management.

The College is situated in the suburban Maharo area which is about 8 kilometres from Dumka city. It is affiliated to Sido Kanhu Murmu University, Dumka. The college was established in the year 2011 and has made significant contribution in enhancing and widening the sphere of learning and empowering the tribals/SCs/OBCs. The motto of the institution is 'To Enlighten and to Empower'. At present, the college runs 12 undergraduate courses.

### **Vision**

To mould Men and Women of Good Character, Competence, Conscience, Compassionate Commitment for a better society

### **Mission**

- To achieve high standard of Academic Excellence through Quality Education
- To inculcate Value-Based Education to Students and make Responsible Citizens
- To promote Social Justice, Harmony and Brotherhood among Students
- To empower the less privileged and vulnerable sections of the society
- To assist in the holistic formation of each student

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

Competent, Qualified and Committed Faculty

Healthy Management/Principal/Staff/Student relationship.

Student Centric Teaching-Learning Process.

Regular classes and good results.

Bi-lingual instruction.

Orientation programme is conducted for freshers every year.

CBCS model is being practiced.

BCA & BCA Students have been awarded Gold Medal for securing Distinction in university exams.

Some Research publications with impact factors.

Psychological counselor is available to interact with students as and when required.

Involvement of students in minor research projects.

Receiving feedback from students, faculty and parents periodically.

Well-equipped Laboratories and Library.

Drinking filter water facility and Hygienic lavatories.

NSS, NCC, AICUF, IGNOU units in the campus.

Audio Visual Room & Interactive Board (with net connection)

Indoor and outdoor games.

College Website.

Bio-metric Attendance for Teaching Faculty

Different committees with Co-ordinators.

Personality development and Value Education classes are conducted as ongoing formation.

Arranging periodical Seminars, workshops, Youth cultural festival and sports.

Personal accompaniment through mentor-mentees/ Remedial Classes

Eco Friendly and Green Campus.

Internship Programme.

Certificate Courses during Summer Vacation.

Well-developed infrastructure.

Separate hostel accommodation for boys and girls.

Canteen Facility

Professional and Cordial Teacher-Student Relationship

Value Education for Moral Ethics and Human Values

Students coming from diverse groups adding to the cultural plurality

Feedback and Evaluation system

### **Institutional Weakness**

The College needs to conduct more Seminars/Conferences/Workshops.

Rural location of the campus away from the town

Shortage of getting qualified faculty

Need to focus on conducting National Seminars and workshops

Attention to be shown in Research work and latest publications in reputed journals.

Lack of adequate funds for the college.

### **Institutional Opportunity**

Introduction of new job-oriented courses.

Consultancy and Collaborations with Small and Medium Industries and Institutions of the neighbourhood.

To strengthen the college with industry collaboration

To ensure all faculty pursue Ph.D and participate more seminars/conferences

Enhance outreach activities in collaboration with the industry, government and non-government organizations.

Motivating students to participate in state and university level sports.

Enriching the communication skill of the students.

Offering more certificate courses.

## **Institutional Challenge**

To recruit good and sound faculty members.

Procuring permanent affiliation from HRD.

Finding job opportunities for the outgoing students.

Forming vibrant Alumni association.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College's founding Jesuits had a vision, and that vision has been carried on in the mission to develop young men and women into engaged citizens in the modern world. The young students succeed because they are encouraged and supported by the institution's leadership, professors, and other stakeholders. Thus, when it comes to admission, the College provides preference and encouragement to under-represented groups, such as the SC/ST/OBC.

Through planning, distribution of courses among the faculty, preparation of the academic schedule, regular class attendance, effective lecture delivery, timely completion of the syllabus, and multiple internal quality assessment methods, the Institution ensures a well-defined internal quality assessment. Department-level activities are planned ahead and organised, and subject-specific workloads are divided among the department's faculty members.

In this way, the College aims to strengthen communication and critical thinking abilities through the appropriate use of information and communication technology (ICT), group discussions, case studies, and debates. CIA is carried out through unit tests, written exams, minor projects, presentation, etc. This process is strengthened via 'Parent-Teacher' annual interaction.

Institution's Self-Study Report integrates gender, environmental, and sustainability concerns, as well as human values and professional ethics, into the curriculum. The College offers an 'Environmental Study' course as part of its curriculum. The College raises environmental and sustainability consciousness among its students through various events such as tree planting, inspirational presentations from professionals, and celebrations of national and cultural holidays.

Orientation Programme (Freshers) includes lectures by faculty members on gender issues and the importance of treating each person with respect. The Anti-Ragging Cell of the college is quite active and makes certain that nothing bad happens on campus. As part of its goal, the institution is dedicated to teaching the students moral principles. The professors take up every opportunity to instil this value in the pupils' minds. The College's Grievance Redressal Cell investigates complaints of all types. POCSO Bond is signed by all the teaching and non-teaching members. Members are assigned by the college in this regard which is mentioned in the student's

diary. Apart from formal learning in the classrooms, the College imparts ethical values to its students.

### **Teaching-learning and Evaluation**

The College strives for academic excellence and overall personality development of its students, taking even the economically, socially, culturally and academically marginalised. Faculty and students try to make teaching, learning and evaluation a smooth process. Student centric learning, transparency in admission and evaluation has enabled us to ensure their all-round development. Exposure given to students through co-curricular activities, involvement in organising activities and dedication of qualified faculty has enabled us to achieve teaching-learning an enjoyable one.

The College has an Internal Quality Assurance Cell (IQAC) that meets once in every semester to discuss various issues regarding teaching-learning and evaluation. For the all-round development of students, the College offers a proper blend of academics and sports. Before the commencement of academic year, there is an orientation programme in which the students are made aware of the expectations and objectives of the programme.

The College is sensitive to the needs of slow-learning students for whom remedial classes, counselling, etc. are organized. Academic progress of students is carefully and continuously monitored. Great emphasis is laid on assignments and continuous internal evaluation. The College prepares annual academic calendars and gives importance on regular attendance. The teaching-learning method is increasingly becoming student-centred.

The College has a well-stocked library from which students borrow books regularly. The College has several faculty members with Ph.D. and pursuing Ph.D. Almost all the faculty members have participated in workshops/ seminars/ conferences / presented their papers and good number of them have research publications. The schedule for examinations is published by the Examination Department well in advance. The College does not allow students to indulge in any unfair means during an examination. The results of the Internal Examination are declared within ten days after the examination.

### **Research, Innovations and Extension**

The College expects academic rigour from both students and faculty. The Institution understands seriousness and importance of academic research and integrity to dispel the darkness. The importance of quality education and enhancement of quality teaching is supported by research and development. The Institution instructs faculty members and students on this regard and is serious about personal and professional integrity. Therefore, the Institution insists students to acknowledge any content they take from internet, books, journals, periodicals, magazines, etc.

The College has strict rules and regulations with regard to plagiarism in minor projects, assignments and researches, and malpractices in examinations. As per the College rules and regulations reporting fictitious data in assignments, minor projects, copying in examinations/tests, etc. are violations of code of ethics and the College takes serious action against such people.

The Institution encourages faculty and students participation in Seminars/Workshops/Conferences and presentation of research papers. The College invites eminent academicians /researcher Scholars for delivering lectures to promote research culture among students as well as teachers. Majority of the faculty have

participated in various seminars/ workshops/ conferences and presented papers. Similarly, many of our faculty have research publications. The final year students take up research projects, educational tours and field trips as partial fulfilment of their degree programme.

The College has made its noteworthy contribution to the society and environment by participating and promoting College-Neighbourhood-Community network. Sarsabad village has been adopted to begin with. The College, as part of sensitising the students with social issues, organised a number of activities. The NCC and NSS units have been organising various events on a regular basis in this respect. The college has its outreach activities as well centred on this particular issue. Major emphasis is given on students' engagement, service orientation and holistic development.

### **Infrastructure and Learning Resources**

The College is well - equipped in terms of infrastructure and learning resources. The College campus area is 12 acres and the building carpet area is 3 floors. The Institution ensures adequate availability and optimal utilization of physical infrastructure and learning resources. The College has a well-established system and procedure for maintaining and utilizing physical, academic and support facilities. The learning resources include digital library, computer lab, Interactive Board, Audio-Visual Room and classrooms equipped with projectors, Boys and Girls common room etc. For example, the College has around twenty classrooms having sufficient seating capacity for students. For each department, one classroom has been equipped with ICT (computer, LCD projectors, amplifiers, mikes, etc.). Besides having these facilities at the departmental level, the College features a Computer Lab with internet-connected PCs in each lab desk. There is a good library in campus.

There are faculty staff rooms with wifi and internet access. Offices like the Principal's Office, the College Office, the Account Office, and the Dean of Students' Office all have their own area at the college. The vision and mission are all located at the College's Auditorium. Canteen, infirmary, boys' and girls' hostels, lecture halls, playground (football, basketball, volleyball), and common rooms are examples of support facilities. First aid facility is available for staff and students.

In order to foster a sense of community among its students and to foster a sense of belonging, the college invites students to get involved in a variety of sports and games. The College hosts an Annual Day and Sports Day each year. Safe drinking water, restrooms and other amenities are included with the utilities. Boys, girls, and faculty have access to cleaned and refrigerated drinking water thanks to the College's on-campus water treatment facility. There are separate restrooms for men and women on each floor of the college. Faculty members at the college have their own restrooms (men and women). In addition to academic quality, the College places a high value on a tidy, well-maintained building with enough of room.

### **Student Support and Progression**

The College is actively involved in offering services that help students improve their overall performance while also helping to improve the quality of their education. Students from under-represented groups are given preference at the college. The Institution goes above to help students succeed by providing scholarships from the state government, financial assistance, and access to remedial programmes. Every year, the college offers

financial help to some deserving students (between 30 and 40 percent of their tuition).

Counselling is provided to students on a regular as well as need basis. The College encourages student participation in games, athletics, and other co- and extracurricular activities. In order for students to be able to represent themselves as leaders, the College has implemented a system known as Class Representatives (CR). Students in each class vote to choose the CRs. Regardless of class size, the College ensures that boys and girls are equally represented.

There is a Student Council at the college, and students are represented on numerous committees. The College has chosen student representatives to several committees, such as the Anti-Ragging, Grievance Redressal Cell, Anti-Sexual Harassment Cell, etc., with holistic development of students in mind. Involvement of students in these committees aids their leadership development by allowing them to demonstrate and grow in that area.

Even though the college has an "Alumni Association," it is not yet a registered organisation because it is quite new. Those who have graduated from the college can connect with others in the alumni network through the college website's alumni network area. There is a strong sense of community spirit among the Alumni. The Institution wants them to be the face of the College's advancements by placing graduates, doing initiatives, and providing financial assistance to the underprivileged students. There are a lot of ways that the Institution helps its students develop holistically and progress academically.

### **Governance, Leadership and Management**

While keeping the vision and mission in mind, the College arranges a variety activities to help make the vision and mission a reality for students. These are considered as essential parts of the curriculum targeting towards a holistic development of students. Every week begins with an assembly of prayer led by the students of the college in the auditorium. The college's leadership demands a high level of academic rigour from all students and faculty members. Students are encouraged to take their studies seriously by faculty members through mentorship and coaching. Visitors from other institutions commend the College's academic ambiance and the behaviour of its students.

The College management encourages and assures decentralization and participative management. The management considers decentralization and participative management is a must and the right way of managing institutions. The management is also aware that when decisions are made in consultation with all the stakeholders there is greater acceptability and ownership. The principal co-ordinates all the activities of the College and assures that everything takes place as envisaged and planned with a listening heart. The website displays the college Organogram. The College has a standard performance appraisal format in place evaluated by the feedback system. The management conducts appraisal of the faculty at regular intervals. The College undertakes internal and external financial audit regularly and maintains all the records. It has a proper strategy and method of resource mobilisation policy and procedure in place.

The Internal Quality Assurance Cell (IQAC) of the College has introduced a number of initiatives to improve quality assurance strategies and processes. The Cell has been trying its best to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance. The Cell promotes measures for quality enhancement of the College through internalization of the culture of quality and best practices



## **Institutional Values and Best Practices**

The College encourages and expects 'green practices' from all its stakeholders and has requested all to make the campus plastic free. The College administration tries its best to reduce, as much as possible, paperless communication. The Institution organizes national festival and birth/death anniversary of great Indian personalities. The College maintains utmost transparency in its financial, academic, administrative and auxiliary functions.

Care of the "whole person" (Cura Personalis) is an intrinsic characteristic of Jesuit education and this involves caring of every aspect of student life and their wellbeing. This helps the students to accept themselves as they are and to do their best in life. This unique experience of being cared for and respected as "a person", in the College and being groomed to reach out and be "men and women for others" impacts their whole life and help them to be caring persons.

One of the best practices of the College is "Department-led weekly Morning Assemblies". This unique activity of bonding automatically draws students and Faculty in the presence of the Almighty and in the process instils "discipline" and inculcates a learning process of self- confidence, positive thinking, belief in oneself and communicating with an audience, the student fraternity.

The second best-practice of the College is "Social Outreach Program—with an ear to the ground". There are bodies like NCC, NSS and AICUF. This is sensitising students and making them aware of the world they live in through an extracurricular "outreach" activity. This activity inculcates in students social and ethical sensitivity and integrity. The challenging issue here is to bring a transformation in the personality of the students coming from a rural background into a progressive, confident, educated person with a scientific bent of thinking. As part of it, our students visit the neighbouring villages. These visits have been an eye-opener to students and have helped them realise how fortunate they have been— "count one's blessings". Therefore, we follow the pedagogy where students are made to inculcate awareness and sensitivity towards society, develop strong moral values and equip them with essential skills.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST XAVIER'S COLLEGE MAHARO DUMKA
Address	ST. XAVIERS COLLEGE, MAHARO, DUMKA
City	Dumka
State	Jharkhand
Pin	814110
Website	<a href="http://www.sxcd.edu.in">www.sxcd.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. Stephen Irudayaraj	06434-9631185186	7762906363	-	xaviersdumka@gmail.com
IQAC / CIQA coordinator	S.francis Davidraj	06434-7762906363	7250783449	-	rajdavidsj@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Sido Kanhu Murmu University Dumka	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ST. XAVIERS COLLEGE, MAHARO, DUMKA	Rural	12.4	7818.5

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Physics	36	INTERMEDIATE	English	60	4
UG	BSc,Chemistry	36	INTERMEDIATE	English	60	5
UG	BSc,Mathematics	36	INTERMEDIATE	English	60	36
UG	BSc,Zoology	36	INTERMEDIATE	English	60	49
UG	BCom,Commerce	36	INTERMEDIATE	English	60	52
UG	BA,English	36	INTERMEDIATE	English	60	49
UG	BA,Geography	36	INTERMEDIATE	English	60	55
UG	BA,Hindi	36	INTERMEDIATE	English	60	3
UG	BA,History	36	INTERMEDIATE	English	60	13
UG	BA,Political Science	36	INTERMEDIATE	English	60	19
UG	BBA,Bba	36	INTERMEDIATE	English	80	12
UG	BCA,Computer Science	36	INTERMEDIATE	English	80	19

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	23	7	0	30
Yet to Recruit	0				0				6			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	7	0	0	7
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	11	2	0	13
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		2	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	100	30	0	0	130
	Female	100	30	0	0	130
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	4	2
	Female	0	1	7	0
	Others	0	0	0	0
ST	Male	34	62	90	142
	Female	41	70	102	120
	Others	0	0	0	0
OBC	Male	2	10	14	22
	Female	1	4	9	20
	Others	0	0	0	0
General	Male	4	4	6	4
	Female	4	9	5	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		86	162	237	316

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The institution envisions transforming itself into a holistic and multidisciplinary institution. It strictly adheres to the prescribed curriculum as well as adds other important and relevant courses into the forum
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of academics. At present, it offers courses in Science, Arts, Commerce and Vocational disciplines. The present curriculum is designed by the University. However, the college encourages its departments to have a holistic discussion mode in class and conduct cross-stream and inter-departmental classes and discussions. Through its outreach activities, it tries to reach out to the society outside. Value Education as a subject is catered to the students on a regular basis. Students are led towards environment consciousness through various activities related to nature. The institution is attempting to incorporate flexibility into the curriculum by enhancing the teaching-learning methods as the syllabus cannot be much altered from the one prescribed by the university. It tries to expand the horizon of learning by adding relevant areas of study related to the syllabus. The institution has established a research cell as part of its IQAC initiative and looks forward to expand its area of function. At present it has collected the research works, thesis and publications of faculty members and encourages students towards research and publication. Students are motivated to work on small projects and dissertations. They are taken to various sites of historical, social and scientific importance to have a first-hand knowledge of things. This helps them to realise the society's most pressing issues and challenges and inspires them to work towards these causes. The institution organises inter-departmental seminars, workshops, exhibitions and presentations along with group discussions and educational trips in order to inculcate a multidisciplinary and interdisciplinary approach within the curricular framework and move towards a multidisciplinary academic approach.

2. Academic bank of credits (ABC):

The institution is looking forward to implement ABC and studying its mechanisms as part of the academic framework. The faculty members are encouraged to go through the NEP manual in depth and come forward with their propositions regarding this matter. The institution has signed two MOUs with various other institutions within and outside the state. St. Xavier's, Patna and St. Xavier's College, Burdwan are two of the latest collaborations in this area. Several others are in the pipeline. The BBA department has collaborated with St. Xavier's Patna and Deoghar College, Deoghar for mutual exchange

of faculty and students' programmes. Faculty members are always encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The syllabus is fixed for all its affiliated and constituent colleges by S.K.M. University and the college has to abide by it as a rule. At the same time, the management looks forward to a more holistic development of students and inspires the faculty to continuously add and enrich the curriculum. Every department adds relevant textual and co-curricular materials within its framework. Presentations and Interactive Board are regularly used for the benefit of the students. Assignments and Assessments are conducted at regular intervals. The institution has signed MOUs with various other institutions within and outside the state in view of the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. It would help the students to have a flexible academic journey where they could think of pursuing a course of their choice from a different institution. The marksheets are prepared by the university. In the case of ABC, the college would forward such students records to the university examination department.

### 3. Skill development:

The institution offers two vocational courses as part of its regular curriculum- BBA and BCA. It is looking forward to start these courses at the Postgraduate levels in the coming years as the demand is continuously in the rise. In the last few academic years, the college has seen a steady rise in the number of students opting for these courses. Faculty members are competent and well qualified. As for soft skills, the college offers short term certificate courses in Spoken English and Computer Fundamentals as part of its summer courses. These are highly beneficial for the students in the area of enhancing their soft skill capacities. The institution offers two vocational courses as part of its regular curriculum- BBA and BCA. These are 3-year undergraduate courses. For the BBA programme, students having 45% marks at the intermediate level from any stream can apply. For BCA, students need to have Mathematics as a subject at their intermediate level. These vocational courses run parallelly with the other regular Honours courses offered by the

	<p>institution. The institution provides special Value Education classes to all the students on a regular basis. At present, these classes are offered on a bi-weekly manner where professors from various departments deliver lectures from the topics mentioned above. The main aim is to motivate the students in life skills and moral-ethical values. The college aims to prepare the students at a holistic level where they can become good citizens of the society. This course will be offered at a more regular and professional level in the forthcoming sessions at the departmental level and would also be evaluated via examination forum. At present the syllabus and curriculum is offered by the parent university and the college does not have the official power to add credits to courses offered by its own self. However, the college looks forward to offer vocational training to its students for the sake of their academic enrichment and better understanding of concepts. These courses could be related to the regular vocational courses BBA and BCA which are already in the regular curriculum. The institution is looking forward to engage the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions in the form of invited resource persons for guest and special lectures. This will help the students to have a more hands-on-experience with their curriculum as they will be benefitted by experts from the fields with wide experience. They will get more practical knowledge and information which will make them more competent for the job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The NEP syllabus prescribed by the university has added many new courses in the curriculum such as Understanding India, Yoga, Compulsory Indian Language as well as new vocational courses. The mandatory study of an Indian language is a good way to integrate knowledge of local linguistic systems as well as their culture. Yoga studies will inculcate the ancient Indian culture of yoga, health and well-being among the students. Understanding India gives a holistic knowledge of the Indian culture and landscapes. Students are encouraged to make use of online platforms such as MOOC courses through SWAYAM platforms and its like.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is looking forward to implement and enhance Outcome Based Education in its curriculum.</p>

	<p>The teaching methodology has always tried to incorporate innovative ways of catering to students. Classes are not only restricted to the classrooms and class lectures. Teachers use digital tools such as smart boards and power point presentation to add to the traditional methods of classroom study. Outreach activities, project works, field works, practical work and experiments in the labs open up wide possibilities for the learners. Vocational courses offer new fields of study and job opportunities beyond the traditional career options. Students are always eligible and open to higher studies as well.</p>
<p>6. Distance education/online education:</p>	<p>At present, the college offers two vocational courses- BBA and BCA. It is offered in the regular mode. In the coming times, these courses could be offered through ODL mode as per demands from students and the scopes of making it a successful endeavor. The institution has installed a total of eight LCD projectors in the campus to facilitate and enrich the teaching learning experience. The instructor can project videos and audios as well as various other materials. The college has also installed an Interactive Board for the use of all the departments. This will enhance the learning experience of students both in the offline and online mode. The institution is looking forward to extend its regular mode of study towards Open and Distance Learning modes in order to cater to students belonging to remote areas. At present, it has the IGNOU centre with Centre Code 87015. This will also help learners who are not able to manage time for regular mode of study. Vocational courses will make them capable of finding employments in various private and government sectors once they finish their course. Blended learning is also a good alternative and initiative as it will offer flexibility to the mode of study and teaching learning experience. The institution is looking forward to tie up with NSDC in the coming times in order to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. This will be a big career boost for the students as they would get proper orientation and guidance for the future. For online education, the institution has accessed Parents Alarm app. It serves multiples angles such as monitoring attendance, sharing of study materials, conducting tests and so</p>

on. It can be easily used on android devices. Apart from this, platforms like Zoom, Google Meet and Google Classrooms are regularly used. The institution has updated the library into a digital library and has access to INFLIBNET software.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Nodal officer is appointed by the college: Mr. Gopinath Gorai
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, it is functional in the college. The Management, Nodal Officer and the Students' Council play an active role.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Awareness program and sessions are offered. Most of the students have registered in the mobile app named Voter Helpline through Google Play store.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has organised a couple of Election and Voting Rights Awareness seminars for students by inviting eminent resource persons such as Rev. Fr. P. Chako. Students have taken part in State Level Saras Mela 2022 and won First Prize in 'Paricharcha" and Quiz categories.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college creates awareness among students to get enrolled as voters as they reach the age of eighteen. New students have registered themselves through the mobile app in big numbers.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
249	162	86	46	30

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 45

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	21	15	16	16

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
10.58	12.26	11.72	8.64	9.87

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The institution practices the curriculum given by the university that is Choice Based Credit System (CBCS) from academic year 2017. The students are free to choose the core course and the elective subjects according to their preferences.

The Institution makes it a point that effective curriculum is delivered well through guided independent study, collaborative learning (mentor and mentee) project-based learning, etc. and using feedback, and effective assessment of learning outcomes.

The College administration along with the faculty members plans clearly the academic calendar well ahead of time. It aids us to decide the number of working days, planning for internal and pre semester exams and various other co-curricular activities within the academic year. This process enhances faculty in turn preparing lesson plans, lecture schedules with course outcomes, mode of delivery (lectures or PPT), objectives, the topics, and reference books. These enterprises help teachers to achieve their mission, encouraging them to innovate and to support for improvements of student learning and adopt a learner oriented focus.

The Management and faculty tries their best way possible in imparting quality education through effective implementation of the curriculum. We ensure for better delivery of the subject use of ICT. Faculty are encouraged Interactive methods of teaching, group discussions, case studies, debates, etc. CIA is carried out through, class tests, unit tests, pre semester exams, presentation and minor projects etc. The faculty interacts with Parents | Guardian from time to time to give and get feed backs

The curriculum and its implementation, the outcome of students' performance, feedback from students, guardians, etc. are periodically reviewed through departmental | faculty meetings with Principal along with the Internal Quality Assurance cell (IQAC).

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

**Response:** 2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

**Response:** 24.08

#### 1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
71	0	0	42	25

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

**Response:**

In the beginning of every academic year orientation programme is organized for freshers. The management and faculty make use of this opportunity to inculcate among students the core values, vision, mission and objectives of the college. We impart through our talks the love and respect for all humanity regardless of gender, class, caste and creed.

The college has several cells such as anti-sexual harassment gender equity cell, internal complaint cell etc. These cells safeguard no unpleasant incidents occur in the campus. We have put on the college noticeboard about the anti-ragging alertness and the list of members comprising the Anti-Raging Cell.

College has students' council body. The management and faculty make it a point that girls' representative



from each house will have either captain or vice-captain from the opposite sex. We encourage frequently girls' students to participate in all our activities either at college or inter college level.

The College imparts as part of CBCS curriculum 'Environmental Study' for the Semester –I and III year students and periodical human and moral value education classes for all students and particularly business ethics to BBA students.

College has chosen one of the neighbouring villages Sarsabaad to address the social concerns of the people. We inculcate among students the concept of "college to village and village to college". To be in touch with the ground reality of the poor people and learn from them for life and to empower village people with learnt knowledge from academic sources and other sources that will build social concerns of the people. We aim at focusing among the students about the environment and sustainability by organizing various activities such as tree plantation, inviting experts to give inspirational talks, celebration of cultural festivals, etc. Thus our curriculum should enrich our students to become more humane.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

**Response:** 8.43

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 21

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 18.21

##### 2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
237	162	86	46	30

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
760	700	580	520	520

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:** 25.65

##### 2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	149	78	39	29

##### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
380	350	290	260	260

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

**Response:** 9.96

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

**Response:**

The institution is very much focused on the student centered teaching approach. The faculty members are fully vibrant in making use of student centric method of teaching. The faculty try to pick up the grasping capacity and previous knowledge subjects of students and try to impart knowledge utilizing different methodology such as lectures, experimental learning, participative | collaborative learning, field| industry visits, group discussion, debates, and PPT presentations etc.

The management encourages the faculty to be innovative and creative in imparting knowledge to the students. It gives free hand to the faculty to go out of their way to adapt new ways and means of empowering students. The faculty members invite expertise from different faculty to give guest lectures or seminars periodically.

The faculty make use participative learning as much as possible rather than monologue method or traditional lecturing method. The faculty put across open ended questions to get possible answers from students. Students are requested to prepare charts, models, paper presentation etc. and give explanation to other students for better outcome.

The previous knowledge of every student enhances new learning and thus faculty make efforts to build on their prior knowledge. In group discussion, the learner gets opportunity to practice his/her understanding, thinking process and able to articulate distinctly with others.

Departments are encouraged to take students for field study or industry visits. They give students firsthand experience and practical knowledge besides the classroom input. This gives an orientation to students for their future career.

The main thrust of student centric teaching- learning process is holistic or overall development. Thus the institute tries its level best organizing besides academic activities cultural, sports, outreach programmes, inter-college competitions etc.to achieve its purpose.

## 2.4 Teacher Profile and Quality

### 2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

**Response:** 64.58

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
36	33	27	24	24

#### File Description

Upload supporting document

#### Document

[View Document](#)

### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 80.65

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	12	15	15

#### File Description

Institutional data in the prescribed format

#### Document

[View Document](#)

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

#### Response:

The college observes the rules and guidelines given by the University for transparent and healthy internal assessment.

The college emphasis in giving quality education to the students. The faculty use participative learning as much as possible rather than monologue method or traditional lecturing method. The faculty put across open ended questions to get possible answers from students. Students are requested to prepare charts, models, paper presentation etc.

In the CBCS system, the College follows several modes of CIE. Internal assessments include class tests, midterm exams and university model exams after the completion of syllabus. The results are shown to the students' attendance marks are displayed on the department notice boards. The results are supervised by the faculty members to ensure the quality parameters of assessment set by the college.

The faculty notify students about presentation examinations, weightage of the questions and division of mark. After the internal and Semester exams the college analyzes the progress report of the examinations at the department level and at the college level. The advancement of the students is discussed and presented to the parents | guardians. Some parents are called to know about the performance of their children. This creates platform for the students to perform better and become competent learners.

Feedbacks are gathered from time to time regarding teaching learning process at department level which helps the faculty to be aware of their drawbacks and try to improve the demands of the students learning process.

The Suggestion boxes are kept on the corridor so that students can freely express their grievances regarding the teaching as well as other grievances openly. The Internal Complaint Cell addresses the grievances to the Principal where the solutions are taken.

College makes an attempt to give program outcomes, program specific outcomes and course outcomes. Courses that are given by the college have distinctive learning outcome.

The Principal asks each department to have clearly defined Programme Educational objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs). The faculty expresses the learning objectives and expected outcomes for each course at the starting of the session.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

#### Response:

College makes an attempt to give program outcomes, program specific outcomes and course outcomes. Courses that are given by the college have distinctive learning outcome.

These expected outcomes are displayed on the departmental notice board and also communicate to students as part of the course. The college puts up in website, the vision, mission, annual diary, NSS Activities IGNOU Events, faculty recruitment advertisement, achievements of the students of the college.

Focusing the holistic formation of the students in and through teaching and learning process the institution evaluates program outcomes, program specific outcomes and course outcomes. The course outcome is assessed with internal and external examination results. Continuous Internal Assessment (CIA) are looked into through internal tests, examination, minor project, class presentations (PPT), group discussion, quiz, assignments, etc.

The institution monitors the teaching learning process based on a feedback system, in which all the students of the college are given feedback query to be duly filled up by students providing information on teaching-learning drawbacks, limitations, constraint and merits of the departments and faculty members etc.

Suggestion box is placed on the ground floor for the students to mention any sort of difficulties. The institution looks into students' grievances with confidence and taking concrete implementation | action. Faculty members try to meet Parent | guardian periodically as and when need arises and notify students' progress and achievements. Thus the institution keeps a track of program outcome and achievement of students and faculty.

The slow and fast learners are identified in this process and slow learners are given special preference with

special classes, personal counseling.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2 Pass percentage of Students during last five years

**Response:** 100

### 2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	30	18	10	22

### 2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	30	18	10	22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.77

File Description	Document
Upload database of all students on roll	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

**Response:** 0

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

The Institute upholds an ecosystem which permits the students to maintain a culture for innovation for transfer of knowledge. The Institution has introduced many new initiatives in academic practices to help the students in their pursuit of attaining quality education.

Students' Innovation | creative ideas are encouraged to display on the notice board and E-magazines, opportunities are created to express their academic and co-curricular talents, periodical guestlectures, paper | project presentations, field exposure programme, educational tours and excursions are highly useful for equipping knowledge.

Science students had a field exposure as part of their study. Students observed the biodiversity of the area and collected the samples of various species found in the locality.

College has fixed LCD projectors in the audio visual room, computer room and for the departments to



facilitate the learning. Seminars organized by different departments enhance learning process. Library facility with knowledge enrichment books, feedback mechanism from students, alumni, parents and faculty are the highlights of learning.

- Internet facility is available for students and staff.
- Computing facility is available and adequate software is also available.
- Seminar hall with a seating capacity of over 150 audience, serves as an excellent hall for seminars, guest lectures, examination, technical paper/project presentations and screening of informative educational movies
- The college library is having more than 5000 knowledge enhancement books.
- There is an open auditorium with 1000 students' capacity.
- Students of Zoology department studied sanitation methods used by the women of nearby village Sarsabad and suggested them to use proper sanitation methods because they were using old and unhygienic methods.
- Students also went to Kathikund during excursion trip to study on sericulture technique and spread the technique to the villagers of nearby villages.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### ***3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 10

#### **3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	5	2	1	1

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## **3.3 Research Publications and Awards**

### ***3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years***

**Response: 0.11**

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	04	00	00	01

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response: 0.04**

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	01	00

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

The College is aware of its institutional and social responsibilities and exercises creatively to immerse itself in the social progress of the neighbourhood. Faculty and students of the college are motivated to participate in carrying out social outreach programs through NSS, Eco-club and Youth Red Cross (YRC) of the college. The Management and faculty members constantly sensitize students about social issues that affect the life style of people. The extension activities of the college have received well appreciation and approval of College-Neighbourhood-Community network. More emphasis is given on students' engagement, service orientation for holistic development.

The College, as part of sensitizing the students with social issues, organised a number of activities from 2015 to 2018 before the formation of NSS as outreach programme and from 2019 in the name of NSS (National Service Scheme). The activities that the College carried out are as follows:

### **Arranging Village awareness programs**

The students with the help of the faculty members have taken various extension activities in the neighborhood village in order to create awareness among them regarding various social problems and issues such as alcoholism, pollution free environment, diseases spread due to unhygienic living conditions, importance of 'betibachao, betiparhao', cleanliness and hygiene. These activities have played crucial roles in sensitizing students to social issues that are prevalent in the villages.

**Eco Awareness rally** in which the management, faculty and students have marched a radius of 5 km around the College campus to create awareness about preserving the green environment. Slogans like **Save Water Save Life, No Water No Life, Save Environment Save Humanity** were given during this walk.

The NSS unit of the college in collaboration with the **Red Cross Society** organised a **Blood Donation Camp** in its premises. Principal, good number of faculty members and students donated 20 units of blood.

**International Literacy and Reading Day** was organized in the campus. All the professors and students went to the library of the college and spent their precious hours of the day reading and referring books and journals.

**Malaria Awareness Campaign** was organized by the Zoology Department of the college in the nearby village **Sarsabaad**. They visited the village and held a talk session with the villagers on the various aspects of Malaria. The students explained the causes, symptoms and ways of prevention.

**Tree Plantation Day** the Management, Professors and students of the college gathered together for planting saplings in the college premises to celebrate this event. Many plants and saplings were planted in and around the campus. Existing trees were watered and treated with manure.

**World Population Day** was organized in the College to give an awareness programme on population increase and its serious negative consequence.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

**Response:**

Mr. Abhishek Anand – Certificate Skill development Programme.

MGNRCE- District Green Champion Award

TARUMITRA- GREEN AUDIT CERTIFICATE

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

**Response:** 11

#### 3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	5	1	0

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.5 Collaboration

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response: 22**

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

The College has adequate infrastructure facilities for teaching- learning process. It has got 12 acres of land. It is an Eco-friendly campus having different trees and plants. The College management takes adequate steps before starting each academic year to plan and ensure the availability of necessary physical infrastructure needed for the various programme in terms of replacement or addition of the existing infrastructure.

##### Learning Resources:

The college is situated about 6kms away from the town Dumka. The college is ever ready to fulfill the demands of students as well as staff regarding sufficient infrastructure.

The College has sixteen (16) regular classrooms and all the classrooms are large enough, having a seating capacity for sixty (60) students. All classrooms are equipped with comfortable desks and benches; good ventilation and adequate light. The College has provided Department wise LCD projectors to facilitate teaching and learning process better for students and staff. We have a multi-purpose hall for departmental gathering and for common meetings and celebrations, boys and girls common room, exam hall and infirmary room.

The college has well equipped laboratories and classrooms. Students make use of laboratories for practical | experiential learning. The College has a Computer Lab with twenty five (25) computers to practice their skills and enrich their knowledge.

1. Number of Class Rooms - 16
2. Number of Laboratories - 04
3. Number of computes – 25
4. Digitalized library-1

The library has over 5000 books. The library is provided with computers having internet connection, Inlibnet, Opac, E-books and E-journals. The prescribed books pertaining to the syllabus as well as extra reference materials are available in the library. Students take books and make use of them as required. The Library has free admission for students and faculty working days and have easy access to browse, read for enrichment of knowledge.

The College has got a Principal's office, the College office, Treasurer's office, Secretary's office, common faculty room, cells such as IQAC, a hall consisting of counselling, anti-sexual harassment cell, anti-ragging cell, grievance redressal cell, etc.

#### **Support facilities:**

College provides the following facilities such as canteen, sick room with basic medicine, infirmary, hostels for boys and girls, seminar halls, lounges, football ground, volley ball court, basketball court, badminton court, etc. There are separate common rooms for boys and girls etc.

**Utilities:** This comprises safe drinking water, washroom / restrooms, Power Generators, etc. The College provides purified drinking water facilities for boys, girls, and staff separately. The College has separate washrooms for boys and girls in each floor. On the ground floor there are 6 urinals & 5toilets, 5 wash basins, on the first floor 9 urinals & 5 toilets, 5 wash basins for boys (altogether 15 urinals, 10 toilets & 10 wash basins) for boys. Similarly, on the ground floor there are 10toilets & 5 wash basins, on the first floor there are 10 toilets, 5 wash basinsfor girls (altogether 20 toilets & 10 wash basins). The wash rooms are maintained clean and tidy. There is one dustbin in each classroom and two dustbins on the corridors in each floor.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

#### **4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 7.91

##### **4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.36	0.59	0.27	0.30	1.68

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

#### Response:

College has a library creating conducive atmosphere for study. The library has more than 5000 books for the usage of students and faculty. College has prescribed subject related magazines, journals and newspapers to get clarity with current affairs and general knowledge. Reference section is available in the library. There is INFLIBNET software. An accession register is maintained for students and staff. The books are indexed, categorized according to programs and subjects and arranged well. All the details about the author's name, title and publishing house is being recorded in the register. The library has PCs with internet, a barcode scanner. E-books are getting loaded for student's utilization. The library has adequate books to fulfil the academic needs of the students. All the books of the central library are updated in the ILMS through DigiLib (Amitek) Software. The issue and return of books are managed through DigiLib (Amitek) Software. CCTV camera is installed in the library for surveillance.

The College library has sufficient books to satisfy the academic needs of the students. The library has a collection of other knowledge resources apart from the text books which are recommended by the university. The best project reports are also kept safely for reference.

Books with chapter authored and manuscript of books by our faculty have been kept in the library for reference. Thesis of our faculty members has been kept for ready reference. The library is a rich resource for different knowledge enhancing books.

Sacred Texts of other religions and Spiritual Books are also readily available for students and faculty. Encyclopedia of world is updated guide to the religions of the world and to the concepts, movements, people and events associated to them. It provides comprehensive coverage to the information needed to understand both living and ancient religion including their dogma, rituals, ceremonies, historical figures.



Tata Mcgraw Hill establishes self-studyfor thousands of UPSC aspirants, also useful for aspirants appearing state civil service exams.

The college has a collection of rare books /reports for reference to be used in the library by the faculty and students.The college wishes to upgrade with its collection gradually.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

##### Response:

The college updates the IT facilities gradually as per need and requirement emerges. College has placed one LCD projector in each departmentand one in audio-visual room and one in computer lab to increase theIT facilities for students and faculty. College has provided computers in the computer lab and in the library. All the computers (PCs) in the College have latest antivirus software.Wi-Fi facilities are available to students and faculty. An Interactive board has been installed with wi-fi facility.

The website team ensures that college website is updated periodically. All important notices regarding academics, seminars and upcoming celebrations are uploaded on the website and college Facebook duly approved bythe Principal.The academic calendar is also updated in the beginning of every academic year.

The Faculty members utilise different method of teaching like using power point presentations, videos, audios etc. in the class rooms to enhance learning and to impart to the students supplementary information about different subjects.

The College has a biometric system and all teaching and non-teaching faculty make their attendance through it.College has photocopy/scan printers for office purpose and one photocopy machine for common use. The College has a registered website (www.sxcd.edu.in).

The College has INFLIBNET for library software.There are 32 CCTV cameras with 15 days backup

facility.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2 Student – Computer ratio (Data for the latest completed academic year)

**Response:** 9.96

##### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 25

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)

**Response:** 12

##### 4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.83	2.08	0.69	1.40	1.37

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 59.51

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
126	108	51	29	27

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

**Response:** 33.51

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
86	50	23	20	13

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

**Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 5.2 Student Progression

#### 5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

**Response:** 32.28

##### 5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	18	9	2	2

##### 5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	30	19	10	22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response: 0**

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response: 1**

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

**Response:** 14.8

#### 5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	15	15	12	15

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

**Response:**

The College has created recently its 'Alumni Association' in 2019 in the College. It is known as Maharo Xaverian Alumni Association. (MXAA). The 'Alumni Association' is a recent one and is not yet a registered body. The Management and HOD of every stream took sufficient effort to find out former MXAA students who are studying | working in different parts of the state and have invited them join the 'Alumni Association'. Most of our former students were eager to join the Association and revitalize the memories of their life in the College.

MXAA member could come together thrice so far to be part of memorable alumni association since most of the students are pursuing in higher studies but very proud to be associated with their old college. Every member of MXAA confessed openly in the meeting how much they have enjoyed and benefited from their overall student experience. The Alumni could genuinely share their rich experiences as well as missed

opportunities in the College. This sharing helped both the management and faculty to make essential changes in the academic curriculum and strategy for future.

MXAA is not functioning as a fund-raising association. We maintain a file containing the addresses details of their whereabouts. We are indeed proud that the college has an efficient system to track down about their whereabouts when they finally leave the college. The College feels strongly the Alumni as its backbone in many respects. Thus, college backs and encourages its alumni to have a deep sense of commitment to their duty with greater responsibility to be men and women of | for others.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

**VISION:**

- To mould men and women of Good Character, Competence, Conscience, Compassionate Commitment for a Better Society

**MISSION:**

- To achieve high standard of academic excellence through quality education.
- To promote social justice, harmony and brotherhood among students.
- To empower the less privileged and vulnerable sections of society, the tribals, dalits, women etc.
- To assist in the holistic formation of each student.
- To inculcate value-based education to students and make responsible citizens.

The vision, mission and goals of the institution are achieved through strategic action plan, schedule for future development, effective leadership and participative decision making process. The College aspires to follow the Jesuit paradigm of AMDG (for the greater glory of God) and "MAGIS" (for the better / greater) in all aspects of teaching, learning, evaluation, research and extension services. Special attention is given to those belonging to the marginalized sections of society irrespective of caste, creed, religion and gender.

The Principal is the Head of the institution. He plans, organizes and executes of all academic activities. He delegates responsibilities to the Heads of Departments (HODs), Controller of Examinations (COE) and faculty members. He guides, assists and co-ordinates the implementation of various decisions. Accountability and transparency in the execution of duties is central to the administration at our college. Faculty is closely involved in the decision-making process along with the management. All academic and policy decisions are taken in consultation with the faculty members. All administrative bodies have faculty representation. Thus academic and administrative planning in the institution is well coordinated.

The Provincial is the President of the Governing Body visits the college annually. He meets the administration, staff and students. At the end of the visitation he presents a verbal and a written report.

The College administration asserts on academic rigour both from students and faculty. We are aiming to



cater to the weaker sections of our society, such as STs and SCs without excluding general class students. A good number of students come from vernacular medium (Hindi), they lack academic rigour and solid foundation. Thus our faculty in turn through teaching and mentoring try to motivate students to take up study seriously. The response from students is good, however we need to go a long way to achieve the mission and vision of the College.

The different academic programmes of the College are helping students strengthen their intellectual capability. The College tries to inculcate in students through various courses, field visits and social awareness programmes the value of social sensitivities and to be committed citizens of our nation. All those who visit our college from other institutions | sectors appreciate the academic atmosphere maintained in the College and marvel at our students' behaviour. The companies are very much satisfied and appreciate a lot about our students with the commitment and hard work they put in internship programme.

The Principal along with the active participation of the Staff, both teaching and support, in academics and administration together with effective internal coordination and monitoring by IQAC make it possible for the institution to achieve its goals, vision and mission.

## 6.2 Strategy Development and Deployment

### 6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

#### Response:

The College has an organizational structure to take stock of all the above mentioned parameters. The Organogram is displayed in the College Website. The governing Body (GB) of St. Xavier's College, Maharo is the highest decision making and policy forming authority of the college. It comprises of seven members as per the directions of the University. The governing body consists of President, Secretary, Principal, Treasurer, University representative, and the Board Members. The College has prepared its procedures and policies for recruitment, selection, promotion and grievance redressal. The Secretary of the Society has the employing authority of all teaching and non-teaching faculty.

#### Governing Body

The members of governing body (GB) meet to discuss different aspects of the College. In the meetings, the Secretary presents the minutes of the previous GBM report and take up the current issues or any other ventures. The principal briefs all the academic and non-academic activities of the College.

## Committees

There are various committees in the college such as IQAC, anti-sexual and harassment, grievance redressal, minority welfare which have been formed for the smooth and efficient management of curricular and cocurricular activities. It additionally gives a good platform to the faculty members and students to develop their administrative and leadership skills in a versatile way. In this way, it can be stated that the institution has a very good and well-organized system of management structure in function.

Committee for various Activities:

1. Admission 2. Examination 3. Library 4. Games and Sports 5. Research and Publication 6. Grievance and Anti sexual Harassment Cell 7. Anti-Ragging and Discipline 8. College News, Magazine and Journal 9. NSS, Outreach Programme 10. Placement and Career Counseling 11. Cultural and Co- Curricular Activities 12. ST, SC and OBC 13. Youth Red Cross and Eco Club 14. AISHE and RUSA Cell 15. Alumni and Students Council 16. AICUF 17. NCC

1. Facilities: 1. Girls Hostel 2. Boys Hostel 3. First Aid and Rest Room 4. Conference Hall 5. Library 6. Science Labs 7. Purified Drinking Water 8. Audio-Visual Room 9. Open Auditorium 10. Digital Library 11. Ignou Centre 87015

1. Academic Council: 1. Regular Internal test and maintenance of marks list 2. Orientation programme for first year students 3. Youth festival 4. Annual function 5. Local festival

1. Feedback Committee: (Suggestions Boxes: Feedback from students, parents, faculty, Alumni)

1. Minority Committee: (Students are informed during the filling up of scholarship form online of the State Government)

1. Extension Units: (NSS, AICUF, NCC) 1. Blood Donation Camp 2. Awareness programme on hygiene, save water, clean and green environment 3. Population Control Awareness programme 4. Village Outreach Programme 5. Tree plantation programme

1. Service Rules and Procedures: (The College has its own by-laws and service rules. Soft and hard copies are available)

### 6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

**Response:**

The College has a standard and scientific performance appraisal format in place. The performance appraisal format has six dimensions such as intellectual, human, communication, professional, institutional and moral/ethical. Each of these dimensions has four to seven statements. Each of these statements is assessed on a scale of 1 – 5 where 1 meaning ‘totally disagree’ and 5 meaning ‘fully agree’. At the end of the questionnaire, there is also space for descriptive statements. The management conducts appraisal of the faculty at regular intervals. The appraisal system was 360 degrees because all the stakeholders were involved in the appraisal. They are (1) students, (2) self and (3) management. The uniqueness of the appraisal was that in order to avoid any kind of perception of bias or favoritism, the management invited experts from other organization. In the personal or one-to-one appraisal interview, the management highlighted both strengths and weaknesses and encouraged the faculty to nurture the strengths and improve on the weaknesses.

Welfare measures have been put in place to serve the purpose, vision, values, and culture of the College. The College is fully aware that if it is to teach the students and other stakeholders about its core values, it must demonstrate these values first. In order for the pupils to achieve in academic and human values, the management would like them to flourish in both. The Management wants the students to excel in academic and human values. The College demonstrates its care for its staff by treating its workers well. There are a number of welfare measures that the College has been implementing as part of its history.

**Welfare Measures:**

- The College gives fee concession to employees' children who cannot afford and study in the Xavier School and College.
- The College advances loan without interest to its employees who are in need of it at various occasions.
- The Management gives gifts to its employees at different occasions in the form material and or finance such as on Teacher's Day and as appreciation for their dedicated contribution towards the institution
- The Management provides tea every day and occasionally snacks and meals
- The Management provides common room for employees to have their meals
- The Management keeps regular track and updates about its faculty's family
- Faculty members are given additional rest on work days when they are unwell

**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 8.6**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	3	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years****Response:** 6.4**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development**

**Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	3	0	0

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	6

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The College has a proper strategy and method of resource mobilisation policy and procedure in place. In general, as our practice is, the trust Secretary or the Principal writes proposal letter(s) to different funding agencies and/or individuals within and outside the country. The letter will contain who we are, what we do, the vision and mission of the College, who are the beneficiaries, how the fund/grant is going to help the beneficiaries, how important the fund is to the College in a given situation and time, etc. Sometimes we get either part of the total expense or full expense as proposed in the letter. There are many occasions in which we have not received any grant or fund. As a result, development work from the point of infrastructure gets halted. In the present context the College needs to change the age-old practices and take more innovative approach for raising funds. One of the strategies, the administration considers is to have tie-up with local corporate or companies and explore possibilities of receiving financial support from their Corporate Social Responsibility (CSR). Occasionally, we approach companies and other sponsors to support us to serve the underprivileged. However, we keep doing our best that we can in every situation and the rest give to God in prayer to serve the poor who are our brothers and sisters.

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The Internal Quality Assurance Cell (IQAC) of the College has introduced a number of initiatives to improve quality assurance strategies and processes. In the hopes of creating a purposeful, consistent, and catalytic method for increasing academic and administration performance, the Cell has worked hard to build a system. Following the establishment of the Cell, the institution's academic standing has improved. The Cell aims to put quality measures in place so that the College culture of quality and best practices are internalized. In order to help improve teaching and learning, the IQAC has established a number of programme and tactics. The existing policies of the Cell concentrate on improving academic standards, which include teaching-learning, performance, evaluation, faculty training, and so on. For example, it has helped to foster a research-intensive culture amongst staff and students, enriching curriculum, increased creativity in the classroom, graduate and post-graduate studies, and upgrading and digitalization of the library and the way research is done. In cooperation with the teachers and students, IQAC has encouraged and motivated both to become involved in research and publication. Research and publications are represented by the Cell on staff and student notice boards. This in a way encouraged and motivated faculty to participate and present papers in national and internal conferences. In order to encourage faculty members to get more involved, the administration provided paid leave and financial help so that they could take part in national and international conferences, workshops, and seminars. It served as a means of promoting research papers, as well as helping students introduce smaller research initiatives. The Cell contributed to prompting the management to transform the main library into a digital asset. The academic calendar for the college identifies all academic and administrative activities/events. Following directions from the University and MHRD, Jharkhand, the College began to strategically plan holistic student development by including new value-added courses, such as "Spoken Tutorial" and Computer Operating Knowledge.

**6.5.2 Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3. Participation in NIRF**
- 4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

The College shows gender sensitivity in providing facilities to its students. Regarding safety and security of students, the College gives utmost priority. The Management has installed CCTVs in the campus. There are alert security guards in the campus. The campus and hostels are well protected with high raised boundary wall all along the property. There are separate washrooms for boys and girls.

National holidays and the birth/death anniversaries of notable Indian individuals are organised by us. The College has a cultural committee that is in charge of planning cultural events. The college has elected a cultural coordinator in the student council for this purpose, and a group of students in this committee assists the coordinator in organising various activities on the birth and death anniversary of great personalities as well as national festivals. The College celebrates national festivals such as International Youth Day (Birth anniversary of Swami Vivekananda) on 12th January, Republic day on 26th January, Independence Day on 15th August, Teacher's day (Birth anniversary of Dr. Sarvepalli Radhakrishnan) on 5th September, Women's Day on 8th March, Labour Day on 5th May, Feast of St. Ignatius Loyola (birth anniversary of St. Ignatius Loyola) on 31st July, International Yoga Day on 21st June, Hindi Day on 14th September and Institution Day (St. Francis Xavier's birthday) on 3rd December every year. The NSS (National Service Scheme) Unit collaborates actively in this process with its members too.

#### 7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: C. 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

#### 7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives



#### 4. Beyond the campus environmental promotion activities

**Response:** D. Any 1 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

#### 7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

**Response:**

The institution takes regular initiatives towards providing an inclusive environment for all its stakeholders and beneficiaries. There are celebrations and get-togethers on the occasions of various cultural days and festivals such as Holi, Diwali, Christmas and so on. Regional events that are important for the district and state are also observed such as Hul Diwas, Jharkhand Diwas. On these occasions, competitions and cultural programmes are organised to create an awareness and respect among students. Students are also trained to be good and responsible citizens of the society and nation. Outreach activities are regularly encouraged where students are taken to nearby villages and communities. They get the opportunity to mix with people, listen to their problems and help them to have some upliftment in life. Students and Faculty members are trained from time to time to value their constitutional ethics and core values. The college looks forward to see all its members act as noble and humanitarian citizens of the community and nation. Human rights are emphasised alongside human values. The Ignation spirit is a role model and guideline for all that imbibes the ethics of reaching out, sharing and caring. Together, there is an attempt to create a socially enriching atmosphere.

## 7.2 Best Practices

### 7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

**Response:**

#### 1. The Weekly Morning Assembly

At the start of each week, the college has its morning assembly on Monday. It is usually organized in the Inigo Auditorium. Every department is given responsibility to organise the assembly. The college ensures that all the departments at least make sure to be present on Monday morning at the very first hour of the schedule. The idea behind this is to bring along the entire college at one common platform at least once a week where the feeling of solidarity and one-ness can be harbored and solidified. It is not a very long event and is held up to around 20 minutes. First of all, students read out prayers from the college diary followed by some enlightening passage from a holy book. Thereafter, the principal addresses the students with motivational words and inspirational quotes. Notable events and achievements of the past week are notified

to the students with the aim of raising up their spirits for the week. Certificates of events are distributed to the winners. The action plan and proposed academic and co-curricular events are also notified so that faculty members and students can plan and act accordingly. Faculty members also address the students as per context. Whenever there arises the occasion of any public felicitation of students for their significant achievements in any competition or other such events, the prize ceremony is briefly included during this assembly session. This sends a positive message to the gathering which in turn pushes forwards other potential students mentally. The morning assembly at the beginning of the week creates an aura of positive energy that runs in the veins of students and staff throughout the week and helps them to deliver their very best.

### **1. Social, Cultural, Sports & Academics**

The college looks at co-curricular activities such as sports, cultural events and social responsibilities as integral parts of its academic and curriculum. The college is very serious about regular classes, seminars, periodical tests and other such academic activities. Sincerity in education is why the institution is known for since its day of inception. At the same time, co-curricular activities are undeniable part of the aforementioned regular curriculum. They make a student complete and lead to their holistic development. Classroom teaching and learning are important but cannot be singlehandedly responsible for the all-around character development of any student. Activities from the field of sports, cultural programs and outreach events expand the mental horizon of a student. They initiate the youth to society where they are ultimately destined to be placed as responsible citizens of the nation. To live up to this purpose, they need to build themselves up accordingly from their college days itself. Cultural and sports activities are centered on the idea of community feeling and brotherhood. Students learn to perform in groups that is equivalent to the social fabric. They help each other and, in this process, grow personally from within.

The college has divided the students into four houses- Britto, Loyola, Campion and Kostka. This group feeling strengthens the social bond further. A feeling of competition and to perform better than others enhance the performance level of the participants. The most important part of all this is that these activities improve the mental faculties of young minds that directly affect their studies in a very positive way. The energy and spirit garnered through these events get channelized in academics and the good results in examination are living proof of this.

The college has achieved several prizes in competition held at the university and state level. It was awarded District Green Champion Award. The outreach programs held by the NCC and NSS units help the students to work directly within the social fabric, know the society from close quarters and develop a humanitarian feeling from within.

Overall, when the students pass out from the institution they leave as not only good scholars but also good human beings with a sound body and mind.

## **7.3 Institutional Distinctiveness**

**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

The goal of Saint Ignatius was to challenge superstitions and misconceptions that the general population has about the world. Therefore, we implement a curriculum that enables students to instill a sense of social responsibility and foster strong moral values while equipping them with critical competencies. It is crucial to know the diverse cultural and religious backgrounds of our students, so we can meet them where they are and speak to them in their own terms. Thus, the goal of St. Xavier's is "to enlighten and empower" as expressed in the college's vision and mission statement. Therefore, to deliver value-based education, the faculty conducted an exhaustive study of Ignatius of Loyola's pedagogical paradigm. The time-consuming and thorough research that preceded this confrontational and adversarial approach has laid the groundwork for tackling life's hardships, struggles, and challenges, as well as for the design of an integrated pedagogical approach.

**The Objectives**

The Ignatian Pedagogical Paradigm serves to enhance human excellence and faith and values while simultaneously aiding in the learning process by focusing on learning process on transmitting knowledge and competence. The main objectives of the practice are:

- To pursue the all-round development of students to the full measure of their talents.
- To develop focused and in-depth thinking.
- To develop commitment to excellence through continuous reflection.
- To enable students to explore reality with open hearts and minds.
- We encourage people to embrace their true potential by maximizing their potential with good understanding and insightful reflection.
- To produce capable, well-intentioned men and women of competence, conscience and compassionate commitment.
- Teach students to cultivate integrity and self-discipline, and foster a culture of that.
- The process of constantly evaluating our commitment to excellence in order to develop it.

## The Practice

The integrated pedagogical model followed the pattern of a typical model. The model is based on the assumptions:

1. Every individual's learning depends on his/her context
2. It is possible to put someone in a frame of mind in which they contemplate and reflect on experiences.
3. Reflecting on experiences lead to more responsible action
4. Refinement of the teaching-learning process is a direct result of evaluation of the process and output of learning.

The presentation of the model in phase wise is as follows:

**Phase 1 Context:** In this phase, the teacher analyses the context of the learner as well as the subject. With respect to the context of the learner the teacher does a thorough study of the following:

1. Pre-dispositions and mind-set
2. Readiness levels
3. Entry behavior
4. World of the learner (family, socio-economics, psychological school of environment)
5. Learning styles
6. Natural talents.

With respect to the subject the analysis includes the following:

1. Advance organizers and unit analysis
2. Instruction's objectives and specifications
3. Behavioural objectives and specifications
4. Methodology to be used for the lesson
5. Methodology to be used for the evaluation
6. Teaching aids to be used
7. Resources and references.

**Phase 2 Experience:** The second phase of the experience process is called experience and can be defined as an activity when, in addition to understanding the information presented, some sense of affect is registered by the student. The instructor implements learning experiences that are contingent on the setting in this phase. Here, ideas are imagined, sentiments are used, and connections are explored. Students form and arrange material into a whole by engaging in such activities as inquiring, imagining, researching, and analysing. Fantastic experiences could be enjoyed either directly or vicariously. Learning is made tough and very experiential during this age.

**Phase 3 Reflection:** At this stage, the memory, comprehension, imagination, and feeling are employed to accurately express the essence and inherent value of what is being captured. One of the key benefits of education is to connect previously unknown areas of knowledge and human action, and then examine how their mutual connections impact truth and freedom. It is a process that shapes and liberates. It imparts knowledge in such a way that learners are driven to act. This is achieved via questioning and not force.

**Phase 4 Action:** This phase sees the learner apply what he/she has learned in a personal, human context, and then act on that knowledge in an externalised manner. As a result of everything that students have learned, they are encouraged to take concrete action toward making global impact local.

**Phase 5 Evaluation:** In the fifth phase, we measure progress by looking at three factors: a learner's level of knowledge mastery, their level of competence, and how their actions have changed. To measure pupils'

cognitive, affective, and psychomotor development, this stage contains a variety of tests. By means of open conversation, role-playing, case studies, feedback from mentors, and analysis of student diaries, students are helped to realise their potential. The practice integrates the following in the process of learning:

- 1) Experience, Reflection and Action
- 2) The Cognitive, Affective and Psychomotor domains.

### **Obstacles faced/ Problems encountered**

A process of careful investigation and hard work to build a 'Ignatian Pedagogical Paradigm' and to then use it to implement three cognitive, affective, and psychomotor domains. In order to have a full understanding of the model, it was difficult to fully understand and apply the intricacies. A difficult challenge was the task of incorporating values and the steps of the model because they are rarely employed in traditional teaching-learning methods. It is difficult to understand how this concept might be applied to all disciplines and at all levels in the academic programme. The following measures were employed to help overcome these obstacles and constraints:

- Staff development programme on Ignatian pedagogy, the resource persons being experts in the Paradigm.
- Series of meetings to develop the Integrated Pedagogical Model.
- Practice sessions among the staff for the implementation of the Model.
- Research done to test the applicability of the Model.

### **Evidence of Success**

- Successful implementation of the model by the students and the staff in the practice lessons.
- Lectures are delivered using the Model.
- Influence on every activity of the College.
- Effective incorporation of the UGC Guidelines as outlined by the University.

## 5. CONCLUSION

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### **Additional Information :**

The number of students enrollment has significantly increased during the last five years. The college has also recruited a big number of new faculty numbers doubling the existing strength. There have infrastructural developments such as the new Inigo Auditorium, installment of projectors and drinking water systems. The college aims at moulding students towards emerging citizens of the nation by its motto: To Enlighten and To Empower. Through outreach activities, the institution has always tried to make the society a better place.

### **Concluding Remarks :**

The institution has come up as a leading body of education in the area as well as the university with lots more in the pipeline. It has completed 10 years of academics and is ready for its first cycle of NAAC. Students are getting good placemnets and emerged as gold-meadlists at the university level. It is committed to attain its vision, mission and the core values. This is being achieved by an effective curriculum with innovative teaching methods empowered by ICT tools and diigtal study modes. Research is always promoted and encouraged to enhance the academic atmosphere. Best practices are encouraged in this regard. This spirit of excellence will continue to be the guiding factor for achieving greater milestones in the times to come.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>04</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared UGC Care list.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	1	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	00	04	00	00	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	1	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	04	00	00	01																	
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>0</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>00</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared books and chapters report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	2	0	4	3	2021-22	2020-21	2019-20	2018-19	2017-18	00	01	00	01	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	2	0	4	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	01	00	01	00																	
3.4.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years</b></p> <p><b>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years</b></p>																				



Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	7	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	5	1	0

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
136981	59726	27750	30062	168059

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.36	0.59	0.27	0.30	1.68

Remark : DVV has converted the value into lakhs only.

4.4.1 **Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10000	10000	10000	10000	10000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.83	2.08	0.69	1.40	1.37

Remark : DVV has made the changes as considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary.

5.1.4	<p><b>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</b></p> <ol style="list-style-type: none"> <li>1. <b>Implementation of guidelines of statutory/regulatory bodies</b></li> <li>2. <b>Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li>3. <b>Mechanisms for submission of online/offline students' grievances</b></li> <li>4. <b>Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has select C. Any 2 of the above as per shared report by HEI.</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above          Answer After DVV Verification: C. 2 of the above          Remark : DVV has select C. Any 2 of the above as per shared report by HEI.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has select D. Any 1 of the above as per shared report by HEI.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1839 986 1951"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>237</td> <td>162</td> <td>86</td> <td>46</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2029 986 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	237	162	86	46	30	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
237	162	86	46	30																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

249	162	86	46	30
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2.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
999999	999999	999999	999999	928916

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10.58	12.26	11.72	8.64	9.87