



# **SELF STUDY REPORT**

**FOR**

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

**ST. XAVIER'S COLLEGE**

ST. XAVIERS COLLEGE, P.O. MAHUADANR,

822119

[www.sxcm.co.in](http://www.sxcm.co.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

St. Xavier's College, Mahuadanr situated in Latehar district of Jharkhand state is a co-educational institution. It was established by Hazaribag Jesuit Education Society (HJES), to impart quality higher education primarily to the most neglected and underprivileged students. However the college follows the principle of inclusiveness and hence admits all types of students irrespective of caste, creed, gender and economic disparities. The college is affiliated to the Nilamber-Pitamber University, Medininagar,(Daltonganj), Palamau. It is the only institution of higher learning in the tribal dominated rural sector of this region. It was established in 2011 amid the nature's exotic scenic beauty. It has 10 acres of land in its name and 14.46 acres of land in the parent body's name; a total 24.46 acres of land under its possession. It has been certified by ISO 9001:2015.

The endeavour of the college is to take the higher education of the rural indigenous people and others to the highest peak. The primary objective of the college administration is to impart quality higher education; hence it aims to equip the students with new knowledge, new skills, new understanding and new learning habits with positive attitude. The college makes a determinate point of disseminating high morals and meaningful values for the holistic development of the students. Our aim is also to exploit the potentials of our students. The ambition of the college is to inspire the students to learn, lead and serve in the constantly changing world by imparting the best possible higher education to our budding citizens of tomorrow. The college envisions quality higher education through promotion of learner-centric environment by quality parameters for holistic development of the students and staff.

The college currently offers:

B.A Honours (07 programs)

B.Com Honours (01 program)

B.Sc Honours (05 programs)

The college infrastructure and facilities are continuously being renovated and additional facilities built. It has a well-qualified and dynamic faculty that regularly upgrades itself in order to enrich teaching, research and outreach processes.

College movie: <https://youtu.be/v0DfhmJPoJg>

### Vision

#### Vision:

*“Inspired by the life and teaching of Jesus Christ and the Jesuit spirit of “magis” (for the greater and better), St. Xavier's College aspires to develop professionally competent and compassionately committed people for creating a just and humane society by promoting harmonious living with different socio-cultural groups and with the whole creation”.*

## Mission

### Mission

- To provide quality based academic excellence especially for tribal youth.
- To motivate students to be a people skill-oriented, competent, committed, conscientious and compassionate.
- To promote modern and scientific techniques as well as the cultural values of the local people.
- To capitalize on potential benefits for students in terms of research opportunities, mentoring and networking that are singular to comprehensive institutions.
- To sow the seeds of multifarious challenges of life among the tribal youth by means of understanding ethical dimensions of personal and professional life; also to procure means of examining their own values, attitudes and beliefs.
- To prepare students for a life of meaningful professional service and leadership.

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

### Institutional Strength

#### Strength:

1. Goal oriented.
2. Excellent results.
3. Regular classes.
4. Dedicated pedagogy.
5. Good Infrastructure /Amenities.
6. Holistic Education through mentor-mentees.
7. Other facilities to enhance quality education - ICT.
8. Secured campus.
9. Personality development and character building.
10. Promotion of spirituality.
11. Promotion of Social Justice.
12. Renewable energy deployment.
13. Green house.
14. Pollution free campus- Positive Green Audit
15. Extension units: NSS, Eco-club, YRC and AICUF
16. ISO 9001 : 2015.
17. Web site.
18. Library with separate reading room facility.
19. Parking space.
20. Spacious play grounds.
21. Indoor games.
22. Well equipped laboratories
23. LCD projectors.
24. Hygienic lavatories.
25. Certificate Programs.

26. Different Cells and Committees.
27. Skill development programs.
28. Power backup.
29. Robust feedback system.
30. Conducting of regular Seminars, workshops, Youth cultural festival and sports.
31. Remedial classes.
32. Fire safety equipment.
33. Publications.
34. Village adoption.
35. Study tours.
36. Practice of Yoga and meditation.
37. Rain water harvesting.
38. Active Internal Quality Assurance Cell (IQAC).
39. The college promotes the teaching staff to pursue Ph.D. and attend seminars / conferences, publish books and research papers.

The college is inclined and focused towards:

- Equal opportunities for all.
- Respect for teachers, elders and co-students.
- Politeness and courtesy in behavior and conduct.
- Responsible personality; responsible to oneself, parents, teachers and college as a whole.
- Dutifulness to oneself, and to the nation.
- Developing critical and rational thinking.
- Sensitizing students about various burning issues through extension activities.
- Commitment to execute social responsibilities.
- Orientation towards holistic development.
- Mature & balanced attitude to achieve one's own goals.
- Standing steady on one's own feet rather than clinging on to unwanted elements and ideas.
- A person of service. Be spirited with it in line with "*nishkama karma*" (desireless action) for the good of humanity.
- Promotion of the spirit of patriotism.
- Inquisitiveness for learning.
- Teaching students to focus on "learning without diverting attention".
- Uniqueness of each student.

### **Institutional Weakness**

1. Insufficient number of admission in the college.
2. Intermittent internet connection.
3. Poor Electricity supply.
4. Lack of transportation facilities.
5. Lack of communication facilities (mobile).
6. Student dropouts.
7. Lack of sufficient funds for the college.

8. Lack of highly qualified faculty.
9. Vacuum in interface with Industries for students' placement.

## **Institutional Opportunity**

### **1. Opportunities:**

- Acquire 2(f) and 12 (B) statuses from UGC.
- Make students of this rural area proficient in English.
- Acquire a status of College of Excellence (CE).
- Undertake research on locally relevant issues.
- Acquire skills by introducing skill development courses.
- Start NCC Unit for boys & girls.
- Introduction of BBA, BCA, B.Ed and Post Graduate program,.
- Employability enhancement.

## **Institutional Challenge**

### **1. Challenges:**

- To make the students proficient in communicating in English.
- To maintain the all round performance of the college.
- To acquire permanent affiliation for the college.
- To prevent migration of the people to cities.
- To introduce new vocational and professional courses.
- To create job opportunities for the students.
- To dispel the threat of displacement being reared by the proposed Netarhat Field Firing Range project and the Tiger-Elephant Corridors.
- Keeping pace with the rapid change in higher education.
- To prevent human trafficking.
- To generate funds to be financially self reliant for the completion of the pending works such as upgrading the existing infrastructures.
- To collaborate with other colleges and universities.
- To provide better transport facilities for the students by having college buses.
- To prevent the demon of alcoholism.
- Digitalization of the library of the college.
- To improve the network connection for online classes.
- Implementing e-governance mechanism in the college activities.
- Making funds available for research projects.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

St. Xavier College, affiliated to Nilamber-Pitamber University (NPU), is imparting higher education at the undergraduate level in all streams of Arts, Science and Commerce with honours courses. It has full teaching facilities. It follows the syllabus given by the university. For effective implementation of its program it meticulously prepares its academic calendar and makes plans for outcome-based education.

The college has its own vision-mission and core values which are inculcated into the students by displaying them on the wall in each floor as well as through the college website, college magazine, news bulletins, and prospectus. The College is in the race for boosting its teaching standard. In the minds of the people of this most neglected and down-trodden area, it is their pride of place.

To update their knowledge the teachers regularly go for orientation/ refresher courses. The Head of the Institution himself carries a very positive sense of attitude and takes personal interest in every aspect of the day to day activities of the college.

Higher education policy is followed fastidiously by our institution. The lesson plans and progress register have been maintained by the faculty subject wise as well as stream wise which enable the teachers to prepare themselves for the lectures, for the revision of the courses and for the examination. The departmental seminars based on the curriculum are conducted on regular intervals in order to prepare the students for the examination. The college facilitates study tours/ excursions to increase the students' knowledge.

The feedback system of the college is fully operative, so much so that from time to time feedback is obtained on the curriculum from the students, parents and even the stake holders. It is analyzed and implemented by the faculties in the best possible ways.

The IQAC of the college facilitates the college in various extension and co-curricular activities.

## **Teaching-learning and Evaluation**

The significant objective is to provide quality education in various fields so as to help all round development of the most backward students of the locality and free them from every obstacle. The admissions of students are taken following the guidelines of the N.P. University.

The college caters to students from different socio-economic, socio-religious, and ethnical backgrounds. It enriches the cultural diversity of the college.

Remedial coaching classes are organized for students in order to facilitate their progress whenever needed.

The course outcome of each program is displayed in the website as well as on the departmental notice boards.

The college academic mechanism is conducted by efficient teaching members in order to help other members in adopting innovative approaches to teaching and learning. Apart from it, students counseling for academic support and career guidance also are provided to the students. The college library purchases books besides subscribing to various journals with funds available for the purpose.

Examinations are conducted according to the schedule prepared by the university. The Parents-Teachers-

Students triangular meetings are held to assess the performance of the students. The college has introduced skill oriented certificate courses under U.G. program. Suggestion boxes are placed on each floor of the college to invite the grievances of the students if any. The college grievance redressal committee makes sure that the grievances are heard and solutions are found.

The college makes use of ICT to facilitate the teaching learning process. The faculty members use LCD projectors to make learning more interesting for the students. The downloaded YouTube videos are presented to the students during teaching to give more information regarding the same topic.

Our pedagogy aimed at developing a creative and critical thinking among the students. Students are encouraged to participate in discussions and present models in the class. Groups as well as individual assignments are given to the students and paper presentations are encouraged to make the students innovative and confident to exhibit their talents. Student feedback is also taken at the end when one topic is covered.

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

St. Xavier's College has a research committee in place to initiate and encourage the staff and students to take up research projects. The college has initiated innovative practices like research, extension activities, encourages and motivates the staff and students to pursue research. As a result five teachers have successfully defended their Ph.D. thesis and 17 teachers are enrolled for their doctoral studies. Six teachers have published their articles in UGC approved journals.

The college focuses on minor research and students are motivated to take up minor research projects to enhance their studies. Students of Botany, Economics, Political Science, Hindi and History departments have taken up mini research projects. Students present their field study reports, internship reports, village research reports and project works scientifically through paper presentation or models in the science exhibition.

The college had undertaken a research project: *Research on impact of social change and modernization on Kurukh language and Oraon culture*. It was a two year project approved by TATA TRUST. The research project was completed within the stipulated time.

**Extension** - The students of different departments and extension units have taken up awareness programs in the villages and organize community development programs. They address the people and share their knowledge on health and environmental issues. This helps the students to obtain more confidence as well as knowledge regarding the topics. They also take up research projects where they get to know the socio-economic issues of the people.

### **Infrastructure and Learning Resources**

St. Xavier's College has a compact three storied structure that fulfills the building requirements. Department wise LCD projectors are provided for power-point presentations and online teaching. ICT enabled class room is available for online teaching. The college has set aside seven acres of land in which spacious play grounds are prepared for football, hockey, cricket, volley-ball, badminton, kabaddi and kho-kho. Students are encouraged to take part in the inter-departmental as well as college/university level competitions. We have

installed solar power panels to generate electricity from renewable energy source. They prove environmental friendly. The college has installed a generator that can provide electricity power for the works of the college. As a back up the college has battery-and-inverter system too to store energy and utilize it in an emergency. The institution has 100 MBPS internet connection to facilitate quality bandwidth to all the students working in the labs as also in the staffrooms and office. Wi-Fi connections are made available in the college campus. This place is lightning and thunder prone area; therefore we placed lightening conductors on the terrace in order to protect the building and the stakeholders.

### **Student Support and Progression**

The college provides holistic support to all the students who are admitted in the college. The college offers scholarship to all the students which are sponsored by the Government as well as by the Non-government agencies. Career counseling cell provides various informations to the students regarding the choice of career in different fields.

The students' council of the college acts as a medium between students and the administration, and represents the suggestion of the students with the administration on curricular and co-curricular activities for progression. The students' council shares administrative works in conducting cultural events, organizing college day, teacher's day, independence day and republic day.

Students are supported by remedial classes, bridge courses and personal counseling.

Slow learners are given remedial classes.

Anti-grievance cell /Internal Complaints cell address the grievances of the students if there is any.

Skill development certificate courses such as MS Word, MS Excel, Dance, Music, Spoken English, Drawing and Painting, vedigraphy are conducted to develop their skills.

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

The Governing Body (GB) of the college is the highest decision making authority. The Principal is the ex-officio member of it and he plays a vital role in implementing the decisions taken by the GB.

The decision making is participatory. The Principal who is the head of the institution involves the administrative staff, teachers' representative, co-ordinators of important committees like staff council, IQAC, examination, before taking any major decision.

The Principal consults the students' council for matters connected to the conduction of examinations, cultural activities, and sports etc. for the efficient functioning of the institution.

The college maintains transparency in its governance. Different committees of the college coordinate with the various developmental works, keeping in mind the norms and conditions laid down for them.

The Principal takes initiatives to improve the academic standard of the students and collects feedback from the students confidentially regarding the performance of the teachers.



The keeping of accounts and financial matters are looked after by the treasurer and the accounts office under the leadership of the Principal. The college maintains transparency in financial affairs and makes internal and external audit of the accounts regularly.

The purchase committee plays a vital role in making judicious expenditure of funds following proper procedure of purchase.

### **Institutional Values and Best Practices**

The core values of the college are hard work and dedication, sincerity and honesty, social, environmental and ethical sensitivity, concern for the poor, self appreciation and love for creation, conscience, competence, commitment compassion, and concern for the poor. During the orientation program the vision, mission and core values of the college are well explained to the students. The college inculcates these values in the students through various programs conducted in the college. Along with the academic excellence the college provides eight skill based programs in the college.

The best practices of the college are extension units for people and love for nature. The students of extension units are involved in conducting very many awareness programs in the adopted villages based on themes such as abort abortion, alcoholism and its evil effects on individuals, families and communities, the importance of water sanitation and water harvesting, unhealthy eating and drinking practices, creating awareness regarding diseases and prevention, importance of girl child and women empowerment through education etc.

Love for nature is instilled in the students to love and care for nature. In this process CFL/LED bulbs are used to save energy, the college campus is plastic free. The campus has a botanical garden, herbal garden and flower gardens with variety of species. The college has conducted Green Audit. The college has a green house which is the initiative of the NSS and Eco-club of the college. The main goal of having a green house is to maintain a nursery and to distribute the saplings generated in it to the villagers. The campus has two water harvesting tanks and a big pond which is a good reservoir for storage of water and fish rearing,

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | ST. XAVIER'S COLLEGE                               |
| Address                         | St. Xaviers College, P.O. Mahuadanr,               |
| City                            | Mahuadanr  |
| State                           | Jharkhand  |
| Pin                             | 822119   |
| Website                         | <a href="http://www.sxcm.co.in">www.sxcm.co.in</a> |

| Contacts for Communication |               |                         |            |     |                       |
|----------------------------|---------------|-------------------------|------------|-----|-----------------------|
| Designation                | Name          | Telephone with STD Code | Mobile     | Fax | Email                 |
| Principal                  | Joseph M K    | 06546-227366            | 8580300701 | -   | mkjosesj@gmail.com    |
| IQAC Coordinator           | Kaslin Juliat | -                       | 9471302348 | -   | kaslinsas82@gmail.com |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-08-2011 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State     | University name              | Document                      |
|-----------|------------------------------|-------------------------------|
| Jharkhand | Nilamber-Pitamber University | <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                    |   |                                |                    |         |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**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, P.O. Mahuadanr, | Tribal    | 10                   | 40468.73                 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) |                          |                    |                     |                       |                     |                          |
|--|--------------------------|--------------------|---------------------|-----------------------|---------------------|--------------------------|
| Programme Level  | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No. of Students Admitted |
| UG   | BA,Arts                  | 36                 | Higher Secondary    | Hindi                 | 2100                | 267                      |
| UG   | BCom,Commerce            | 36                 | Higher Secondary    | Hindi                 | 300                 | 91                       |
| UG   | BSc,Science              | 36                 | Higher Secondary    | English               | 1500                | 86                       |

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

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | 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     | 22                  | 14     | 0      | 36    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <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 |             |               |               | 20           |
| Recruited   | 12          | 8             | 0             | 20           |
| 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**

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 2      | 0      | 6     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 2      | 0      | 6     |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 1      | 0      | 3     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 10                  | 9      | 0      | 19    |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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     |

| <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> |
|   |             | 0             | 0             | 0            |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 213  | 0                                 | 0                   | 0                       | 213          |
|                  | Female | 231  | 0                                 | 0                   | 0                       | 231          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| Certificate      | Male   | 166  | 0                                 | 0                   | 0                       | 166          |
|                  | Female | 188  | 0                                 | 0                   | 0                       | 188          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

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

| Programme |        | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC        | Male   | 1      | 1      | 1      | 2      |
|           | Female | 2      | 1      | 1      | 3      |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 130    | 100    | 100    | 99     |
|           | Female | 140    | 117    | 110    | 100    |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 60     | 60     | 60     | 50     |
|           | Female | 71     | 66     | 62     | 59     |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 1      | 1      | 1      | 2      |
|           | Female | 3      | 1      | 1      | 3      |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 408    | 347    | 336    | 318    |



### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 147

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 3       |

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 408     | 347     | 336     | 318     | 308     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 650     | 650     | 500     | 500     | 500     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of outgoing / final year students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 104     | 96      | 100     | 74      | 84      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

#### Number of full time teachers year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32      | 30      | 32      | 33      | 30      |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

#### Number of sanctioned posts year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32      | 30      | 32      | 33      | 30      |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 33**

#### Number of computers

**Response: 41**

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 71.19   | 164.18  | 413.63  | 199.57  | 144.37  |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

Quality teaching at St. Xavier College, Mahuadnar, by the use of pedagogical techniques is to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. The college has introduced Choice Based Credit System (CBCS) from academic year 2018-19 for all honors courses so the students are free to choose the core course and the elective subjects according to their preferences. The college effectively implements the curriculum and the design given by the university. It also involves well-adapted learning environments and student support services. Experience showed that fostering quality teaching is a multi-level Endeavour. Support for quality teaching takes place at three inter-dependent levels:

1. At the college level: The college follows well designed curricula designed by the University. The internal Quality Assurance cell (IQAC) supports the effective implementation of the curricula.
2. At the programme level: The program level comprises of actions to measure and enhance the design, content and delivery of the curricula within a department. For this regular classes are conducted, through class room teaching and PowerPoint presentations.
3. Individual level: Each teacher is being individually supported and encouraged by the college administration to achieve the quality parameters set by the college. These initiatives help teachers to achieve their mission, encouraging them to innovate and to support for improvements of student learning and adopt a learner oriented focus.

To achieve this, the students are encouraged participatory model, to participate in the teaching-learning process to make sure that each student takes initiative in the teaching-learning. The main purpose of using this method is to bring out the best in each student.

##### Ongoing evaluation:

Another important aspect of the teaching-learning is continuous evaluation. Class tests are conducted every month, mid-term internal examinations are also conducted to assess the effective curricula delivery. Feed backs are taken and measures are taken to improve the curricula delivery.

These three levels are essential and inter-dependent. However, supporting quality teaching at the program level is the key so as to ensure improvement in quality teaching at the discipline level and across the college level. Support for quality teaching is manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the program content, as well as the learning conditions of the students.

Curricula are designed by the University and every teacher of the college follows lesson plan and lesson note. St. Xavier's college not only through teaching and learning process achieves the goal but also supports students for the achievements through counseling, career advice, mentoring, Students' evaluation, (i.e. programme ratings, evaluating learning experiences), peer-reviewing, benchmarking of practices, community service programmes etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 10

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 0       | 0       | 2       | 2       |

| File Description                                  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Details of the certificate/Diploma programs       | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 3.18

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 37.41</b></p>  |                               |
|---|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 55</p>   |                               |
| File Description  | Document                      |
| Minutes of relevant Academic Council/BOS meetings.  | <a href="#">View Document</a> |
| Details of the new courses introduced   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| <p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 100</b></p>   |                               |
| <p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 3</p>   |                               |
| File Description  | Document                      |
| Name of the programs in which CBCS is implemented   | <a href="#">View Document</a> |
| Minutes of relevant Academic Council/BOS meetings.  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| <p><b>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</b></p> <p><b>Response: 76.05</b></p> |                               |

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 354     | 284     | 259     | 273     | 150     |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

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

##### Response:

The courses conducted in St. Xavier's College, Mahuadanr are integrated courses. It follows the curricula prepared by the University. For Part-III students there is a course on Environmental Ethics and morals. This course aims at giving the students the importance of environments, its protection and sustainable use of the environment.

During the orientation programs special classes are taken for girls and boys to stress the need of respect for each student and gender equality. Human values and professional ethics classes are conducted for part-I and Part-II students to inculcate in them human values, to promote a value based life. Some of those values are presented to them through the vision-mission and core values of the college. The college promotes gender equality, love and respect for all humans irrespective of gender, class, caste and creed.

The principal aim of this study is to establish how higher education in St. Xavier's college varies through environment and its sustainability. Human Values and Professional Ethics systems optimize the contributions of sustainable development. It also identifies and communicates the good practices through teaching and learning.

· Community relations and institutional management: The objective is to develop visions of higher education to optimize its contribution to sustainable development. It also helps the college to look at areas where policy solutions may be needed to support higher education.

The students are taught through various methods to make them creative and innovative formally and informally. The college has various cells such as anti-sexual harassment/gender equity cell, internal complaint cell etc., to address their grievances and find solutions for better learning.

The students are also encouraged to participate in debates, quiz competitions, group discussions,

*rangoli* competition, art and craft etc., Apart from this, the college has adopted five villages, Kalakuro, Rajdanda, Beltoli, Ahirpurva and Dumberdih to sensitize the students to address the social concerns of the people.

· Contribution to sustainable development:

Furthermore, as the definition is not instructive, a universal model of sustainability and sustainable development application has not yet been developed. In order to implement sustainable development, it became necessary to develop the ideas further in terms of defining what sustainable means and the relevance of development and distinguishing it from environmental education. For this report, sustainability is understood as the end state and sustainable development is understood as the process of getting there.

The college facilitates students to have the understanding, commitment, competence and the practice of living with definite human conduct and to participate in the development of the human society. It also helps the students to start from values within and enhance sensitivity towards others (relationships with other human beings).

The college inculcates the value parameters in the students for understanding of “what to do”, “what is valuable” and “how to do”. Our education enables the students to become humane.

The college takes utmost care to ensure gender sensitivity and celebrates all the important events in the institution to enforce gender equality.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any Additional Information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response: 1**

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 01

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**1.3.3 Percentage of students undertaking field projects / internships****Response:** 2.45**1.3.3.1 Number of students undertaking field projects or internships****Response:** 10

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| List of students enrolled               | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** B. Any 3 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| URL for stakeholder feedback report   | <a href="#">View Document</a> |

**1.4.2 Feedback processes of the institution may be classified as follows:****A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected**



**Response:** B. Feedback collected, analysed and action has been taken

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |
| URL for feedback report    | <a href="#">View Document</a> |

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.05

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 12.67

##### 2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 192     | 130     | 132     | 123     | 131     |

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1300    | 1300    | 1000    | 1000    | 1000    |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 25.14

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 191     | 128     | 131     | 122     | 130     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

**Response:**

St. Xavier's College takes utmost care to ensure the progress of the students. A review of the academic performance of students of every department is done by the faculty through class room lecture and discussion, laboratory practical, unit tests and class seminars. These students are supported separately depending upon their needs.

Slow learners:

We give special attention to the slow learners through special tutorial classes. They are motivated to clarify their doubts and personal difficulties regarding the subject. During the orientation program for the new comers we explain the syllabus and prepare them mentally to cope with the subjects so that they are able to adjust to the higher educational demands. The teachers take extra effort to complete the syllabus as early as possible and start the revision of the entire syllabus so that concept which could not grasp is repeated. Counseling is being done by the respective department faculties to support the students.

The identified slow learners are given remedial classes. The teachers try to find out the main reason behind the learners weak performance and try to interact with them to feel ease with the subject. Special attention is paid to slow learners in class during teaching. Arrangement of special learning resources is provided to the students.

The Advanced Learners:

Career counseling and competitive exam preparation are provided to the advanced learners. They are encouraged to help the weaker students in group discussions in the class rooms. They do participate in seminars and present papers. They also get chance to be the leaders and class representatives and cultural coordinators. The extra talented students get an opportunity to participate in the inter-college, state, National and International level competitions.

1. For every 55 minutes of instruction we allow the students 2 minutes to process and respond to the instruction. In which they write what they have learned, questions they may ask which they have, or by discussing the content with a fellow student.
2. Incorporate movement into the lessons. The students are allowed to respond to a particular question by moving to a certain spot in the class room or writing on the black board.
3. *Pick up the pace.* One misconception is that we go slowly for students to really understand and engage in a lesson. There is a lot of evidence that shows that when teaching is at a brisk instructional pace, students have more opportunities to engage, respond, and move on to the next concept.
4. We provide frequent and effective feedback.
5. We Allow students 5-7 seconds of 'think time' when asking a question. At the end of the time to draw a random name to answer the question.
6. At the end of a lesson to make sure the following: Have the students use the 3-2-1 method of summarizing.
  1. Allowing the students to record three things they learned, two interesting things, and one question they have about what was taught. Allow time to share their findings with a Mentor.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.2.2 Student - Full time teacher ratio

**Response:** 12.75

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any other document submitted by the Institution to a Government agency giving this information | <a href="#">View Document</a> |

## 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

#### Response:

The college follows the methodology of student centered teaching. It is a methodology in which students influence the content, activities, materials, and pace of learning. This model places students in the center of the learning process. Teacher provides students with opportunities to learn independently and from one another.

Our teachers are well aware of the needs of the students, their level of knowledge, understanding, grasping power and skills. They use student centric method of teaching that is the most approved pedagogy of the college.

#### Participatory model:

The traditional lecture method of teaching is replaced by participatory method. Participatory approach helps the students to improve their class room and experiential learning. Students are encouraged by teacher to bring out their own innovative ideas and their view points in order to ensure the participation of all students. Students are asked to prepare charts, models, paper presentation and projects for learning as well as to display on the notice board. This process helps students and they are motivated to be more creative and obtain more information and inspire other students to get better ideas for their presentations. They are encouraged to attend seminars, present papers, participate in various competitions. Students are involved in the major committees of the college to contribute and to obtain leadership qualities. They are given responsibilities to organize cultural activities like youth fest, sports meet and seminars.

Our approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that involves the students in simulations and role plays, using self-paced cooperative learning. It increases the motivation to learn and lead to greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught. Opportunities are provided for study tours, Institutional Social Responsibility activities are done and through student exchange programme.

The IQAC designed four steps such as knowledge-centered, learner-centered, assessment-centered, and community-centered.

Knowledge-centered learning approaches go through the small inter disciplinary research and experts are invited to share their knowledge differently which create scientific temper of research among the students and developing their knowledge to facilitate transfer of their learning to new contexts and application of

their learning to open-ended challenges such as problem-solving, critical thinking, and design.

**Learner-centered learning environment:** The learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempts are made to build on their prior knowledge.

**Assessment-centered learning environments:** Assessment-centered learning environments provide opportunities for feedback and improvement throughout the learning process leading to evaluation and judgment at the end of the learning process.

**Collaborative learning:** Collaborative learning improves the educational and psychological outcomes of the students. This is broadly described as cognitive, social constructivism, and motivational.

**Cognitive approach:** For learners to retain and comprehend knowledge, it is placed in a conceptual frame work. In the small group setting, the learner has the opportunity to rehearse his/her understanding with others and to be exposed to other conceptual constructs through student exchange programmes.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 32

| File Description   | Document                      |
|--|-------------------------------|
| List of teachers (using ICT for teaching)                                  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 12.75

#### 2.3.3.1 Number of mentors

Response: 32

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

2.3.4 The college has planned the following innovative approaches followed by the university curricula believing that innovation and creativity are important for the holistic development of students.

We promote creative and innovative spirit by organizing functions internally in college level as well as send students to participate in youth festivals, debates, essay writing competitions and other competitions at the university levels. We commemorate the great leaders like Gandhi Jayanti, Swami Vivekananda Jayanti, birthday of Jawaharlal Nehru and conduct debates, speech competitions and discussions to enhance the teaching learning. Students are also motivated to use internet facilities to know the latest developments. They are encouraged to form WhatsApp groups to share their ideas and dissemination of information.

The college makes use of ICT to facilitate the teaching learning process. Faculty members use LCD projectors to make learning more interesting. The downloaded YouTube videos are presented to students during teaching to give more information regarding the same topic.

Groups as well as individual assignments are given to the students and paper presentations are encouraged to make the students confident. Students are divided in groups for discussions and paper presentations to exhibit their innovative talents.

Along with conventional lectures we introduce structured interactive sessions (SIS) for better learning. The SIS involves increased interchange between teachers, students, and lecture contents by proper planning and organized efforts to promote active learning and heightens attention and motivation.

Our pedagogy aimed at developing a creative and critical thinking among the students. Teachers conduct group discussions, lecture presentation by students to provide an opportunity for the students to understand the subject being taught. Students are invited to participate and present models in the class. Question-answer interactive sessions are held during lectures.

Student feedback is taken at the end when one topic is covered. These results show that simple innovative techniques enhance the interactions during a lecture session.

As the college has introduced choice based credit system from 2018-19 academic year, one of our primary goals is to improve the ability of students to design experiments and analyze data.

The college follows a mentoring system for the students for innovative learning. Teachers pay personal attention in mentoring students. They discuss the academic doubts with the students personally and take remedial measures to overcome difficulties. Those students who have psychological problems are advised to get help from the counseling cell of the college.



Students of different departments carry out reach out programs in the villages where they give talk on various topics regarding health and environmental issues. This helps students to obtain more confidence and knowledge regarding the topics. They take up research projects where they get to know the socio-economic issues of the people.

The interactive E- learning module is moderately effective and well perceived by students. The simple, cost-effective and readily available Microsoft PowerPoint tool appealed to educators to use this E-learning technology blended with traditional teaching to encourage active learning among students.

|                            |                               |
|----------------------------|-------------------------------|
| <b>File Description</b>    | <b>Document</b>               |
| Any additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 100

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                                       | <b>Document</b>               |
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 10.82

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 06      | 3       | 02      | 3       | 3       |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |



**2.4.3 Teaching experience per full time teacher in number of years****Response:** 3.88

## 2.4.3.1 Total experience of full-time teachers

Response: 124

**File Description****Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 0

## 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00      | 0       | 00      | 0       | 0       |

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

Any additional information

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 3.15

## 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 1       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

For Continuous Internal Evaluation, the college strictly follows the norms prescribed by Nilamber-Pitamber University. In the last five years the college followed the pattern of annual evaluation as the university was following the annual system. Yet the college was conducting two internal examinations before the annual final examinations.

In this academic year with the approval of the university we have introduced Choice Based Credit System (CBCS) for the part-I students and having two mid semester exams and final two external exams. But for the Part-II and Part-III students we follow the annual system. The CIE emphasis was on group projects and presentations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students.

CIE System is meant for improving the student regularity and participation. Outcome for all courses are being achieved through CIE method. CIE enables the teacher to modify his / her teaching strategies. An alternate date is given to those students who fail to submit their assignments on time due to unavoidable reasons. The date of submission of assignment is informed to the students in advance for better preparation.

The college has a well set pattern for continuous internal evaluation. The guidelines and methods of internal evaluation allow the college to ensure the timely understanding of the subjects that are taught in the college. Students are given the syllabus in detail at the beginning of the academic year. Regular class tests are taken after the completion of each unit of the syllabus. Teachers take up important questions to discuss in detail.

In addition to the class tests mid-term examinations are conducted as part of CIA at the college level. University model exams are conducted to make students more confident before appearing for their annual university exams. CIE assess the students to track their progress and to identify slow and advanced learners. Students are evaluated in theory and practical examinations. Impartial and accurate assessment is done. After the assessment the students are given the feedback of their performance along with suggestions for improvement.

The objective of this methodology is to ensure that timely learning takes place and students have learned the important topics of the units.

The college has introduced the following reforms :

1. Various statutory committees have been formed to organize and look after activities of the college. Each committee is headed by a co-ordinator. The examination committee, time table committee and academic council take care of the conduction of examinations on time.
2. The college conducts monthly test, internal examinations, mid-term test which help the students to perform better along. The college also motivates the students to participate in various seminars and workshops conducted in the college.
3. The students are also assessed by different academic programs like essay writing, quiz test, speech and current affairs competitions.
4. The students are also supported by remedial classes, personal counseling and parent-teachers meet.
5. Group discussion, field work, excursion, study tour and project work also graded according to their performance.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

The college follows and adheres to the guidelines given by the university for transparent and robust internal assessment. Internal assessments include class tests, midterm exams and university model exams after the completion of syllabus. The results are given to the students in person as well as display on the department notice boards. The results are constantly monitored by the faculty members to ensure the quality parameters of assessment set by the college.

The college analyzes the progress report of the examinations at the department level and at the college level. The progress of the students is discussed and presented in the parent teachers meeting. This gives an opportunity for the parents to know about the performance of their children. This also gives an opportunity for the students to perform better and become competent learners.

Feedbacks are regularly collected regarding teaching learning process 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 placed on the corridors are another transparent mechanism in which students freely place 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 promptly made.

The evaluated answer sheets are shown to the students for their satisfaction of marks. The doubts and enquiry of the students regarding the pattern of evaluation are clarified by the examiners. The students are advised to point out if any error is found in the answer sheets. At the demands of students in asking for more marks the faculty explains where the students have gone wrong in losing the marks.

The results of the examinations that are conducted by the college including class tests, internal examination

and model University examinations are duly intimated to the students within 10 days that gives an opportunity for the students to prepare well for the final examination.

In CBCS the Internal assessment carries 25 marks out of 100. The marks are being divided according to the assignment, practical, attendance, project works and written tests. The internal semester exams are conducted on time and the answer sheets are given to the students within 10 days. The marks are displayed on the notice board of the respective department till it is sent to the University. If the students have any grievances regarding the marks they are clarified and approved within those days.

We ensure that all students are assessed on the same tasks and that their results are measured by the same standards. Moreover, external assessment is usually conducted in supervised conditions which ensure that the work being assessed has actually been done by the student.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

The college conducts two types of examinations, internal and external. External examinations are conducted by University and the internal examinations are conducted by college. As part of internal examinations, assignments, mid-term and pre-final examinations are conducted. They are conducted with utmost care and given transparency and fairness.

The admit cards are issued to the students well in advance. Any grievance related to the admit card like printing of wrong name or delay in issuance is addressed to the university and solutions are found without delay. The issues of the students are dealt with high priority and solved as soon as possible.

In the event of a student is found using unfair means during examinations, the following measures are adopted. Firstly, if it is a minor matter the invigilator gives a warning and allows him or her to continue. If the matter is serious it will be reported to the center superintendent and the magistrate of the exam. They take a decision to debar that particular student from the examination. This is reported to the university.

In internal examinations, the students get their answer sheets after the correction by subject teachers. Students are permitted to assess their own performance and seek any clarification from teacher. In case they are entitled to more marks, teachers do the needful. Following the review of answer scripts, marks are entered in a register before forwarding them to the university.

In the case of external examination, any grievance is addressed by the examination branch. Student who is in need of help explains his/her grievance to the person in-charge who reviews the situation and provides a solution. If the grievance is related to marks the aggrieved students are directed to submit an application

along with the prescribed fees through the Principal, addressed to the Controller of Examinations of the University for scrutiny of examination paper. Upon receiving the application and fee, the college in-charge represents the issue to the university and pursues it till it is solved. The university then does the scrutiny of the student's performance and communicates their decision. If the student is not satisfied with the scrutiny of the outcome he/she may apply for re-evaluation of the answer book. The result will be given after the re-evaluation and it is final and binding.

All grievances are therefore solved with utmost care to student sensitivity. College level grievances are solved within two days. The college is dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances

#### Student Complaints and Grievances Procedures:

Three suggestion boxes are placed on different floors of the College corridors for students to place their grievances.

Annual feedback forms are distributed to evaluate the teaching & non-teaching faculties, management and infrastructure.

The feedback committee collects the grievances and finds adequate solutions. These solutions are forwarded to the Principal for implementation. The Principal after carefully going through the grievances and recommendations of takes appropriate decision according to the need and necessity.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

The college prepares its academic calendar before the commencement of the academic year. It is displayed in the website as well as on the notice boards of the college. The college is affiliated to Nilamber-Pitamber University and hence the pattern prescribed by the university is strictly followed. The university provides an academic calendar that specifies the date of commencement and end of the classes for each year/semester along with the government holidays.

Based on the norms set by the University, the Principal, examination committee and academic council decide on the internal examination dates, and the dates for other academic activities like workshop or seminar or cultural/ sports fests. Regular staff meetings are conducted to ensure adherence to the schedule given in the academic calendar. Departmental timetable is prepared by each department, facilitating the teachers to allot sufficient time for each subject as per the workload allotted by the university. This timetable is given to each and every student of the department to ensure that they stick to the schedule. The calendar is well planned in advance and is outlined in a detailed fashion. The college functions and adheres

to the essential number of working days and teaching days. The college has both the annual system and CBCS system.

### **CBCS:**

BA, B.Sc & B.Com first year classes commence in the month of July every year. Bridge course is conducted for a week for all students then a test is taken to identify the ability of the students. Within two months from the commencement of the new session class-tests are scheduled to be held. The students are provided with the corrected answer-scripts of the class-tests so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member.

Mid-term tests are arranged for the honours students in the month of September. All the students are allowed to go through their corrected answer-scripts after the publication of results in the presence of the relevant faculty members. The Parent-Teacher Meetings are conducted to get feedback from the parents. The interaction between the parents and the faculty members is considered to be conducive to the improvement in the performance of the students.

### **Annual year Exam:**

The annual year students have regular monthly tests which are conducted and the marks are registered. One internal exam in the month of December/January and university model exam in the month of April/May is conducted in the college. The evaluated marks of the students are given to students to be aware of their mistakes. The students those who are weak in studies and fail in the examination conducted in the college are helped specially by giving extra classes.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

#### **Response:**

Program outcomes, program specific outcomes and course outcomes of all programs are displayed on the website of the college. They are communicated to students and staff through notifications. Program outcomes, program specific outcomes and course outcomes are displayed on college notice board.

The college website, prospectus, advertisement, palmlet as well as the annual report state the vision, mission and objectives of the college. These documents also highlight the achievements of the students and



list the kind of jobs that students get after completion of the different programs. In the Orientation program for the first year undergraduate students the broad program of the college is explained. Program-specific outcomes of all the departments are highlighted through career options open to students after completion of the programs and the achievements of the alumnae.

Alumnae of various departments are invited to interact with both the students and teachers during the alumnae gathering and at other events and meetings. They share how the different courses shaped their careers and thus help students appreciate the program. This is also an opportunity for the faculty to take feedback on the courses that need to be improved and the components which will make them more relevant.

For each course offered by the college, a unique set of learning outcomes have been defined. These are linked to the broad program outcomes. Following effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers on the college website and college library. The course outcome of the each program is displayed on notice board of various departments.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

Attainment of program outcomes, program specific outcomes and course outcomes are duly evaluated by the college. One of the methods that the college follows while doing so is by assessing the teaching-learning based on a feedback system, in which all the students of the college are provided with feedback forms to be duly filled up by them providing inputs on teaching-learning drawbacks, limitations, constraint and also merits of the department, its faculty members etc. The college has placed suggestion boxes, where the students can also place their problems at any point of time while studying. The institution deals with students' grievances very skillfully by preserving its confidentiality, while at the same time taking concrete steps for resolution. Parent-Teacher meet organized by individual departments after mid-term examinations is another system through which the institution keeps a track record of program outcome achievement.

The weak and bright students are identified and accordingly outcome attainment target is set by introducing improvement measures such as personal counseling, special classes, competitive exam coaching, and career counseling.

Organizing class tests and subject-oriented quizzes, student seminars as well as talks and workshops etc. are a part of this improvement scheme. In order to achieve program outcomes bridge course test is conducted to ensure quality of students enrolled and for a better pass percentage of the college.

The IQAC of the college publishes an overall academic report, which is displayed on the college website as a part of the mechanism of communication which states the level of attainment of program outcomes among many others in the form of news bulletins.

The college also has a counseling cell, which helps in resolving students' problems, academic, psychological etc. in order to attain program outcomes. The counseling cell takes extra efforts to reach out to those students who for some reason other do not freely express their difficulties. In this way the college strives its best to attain evaluation of program outcome. On successful completion of the final year of study, there is a reward system through which students are encouraged to excel in life like display of their photos in the college notice board and awarding the toppers of the college during college day celebration.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students

**Response:** 99.04

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 103

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 104

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

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

**Response:** 3.9



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| List of project and grant details   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.02

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 1

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 62

| File Description                        | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The college has created an ecosystem for innovations for transfer of knowledge. An innovation ecosystem is a network of relationships through which information and talent flow through systems of sustained value co-creation.

The college has adopted a practical approach to keep the students on par with their subjects. The college has equipped the class rooms with LCD projectors to facilitate the learning.

The college not only encourages the teaching staff to undertake research studies in order to equip them with further knowledge and expertise in their respective fields but also appreciates and plays an encouraging role in promoting an ecosystem for innovation among the students. This resulted in encircling outreach programs and mini researches for the transfer of knowledge.

Students of Botany and Geography Departments did a mini research project by going around the Chechari valley. They identified the rare medicinal plants available in the valley. Students gave brief description of 150 medicinal plants with their medicinal properties found in the area. The main objective of this program was to spread awareness about the herbal health care by the use of medicinal plants.

Science students had a field trip as part of their plant Taxonomy. Students observed the biodiversity of the area and studiously collected the samples of various species found in the locality. They were able to identify and named each species.

Students of History department did a study on Korwa primitive tribe (PTG) of Gwalkhar village. The finding of the survey showed that nearly 50% of the children do not go to school. The college has taken initiative to help the children for their education.

Students of Economics department took up a mini research project that studied the Anganbadi Center of Rampur village, Mahuadanr. Their intervention with the teachers and the parents has helped to improve the daily attendance in the centre.

Department of Political Science surveyed the village of Rajdanda to study the health condition of the people. They found that 85% of the children are affected by malaria and typhoid due to polluted water, food, mosquitoes, etc.

Department of Hindi took up a socio-economic survey of the village Lakhepur. The volunteers of the department covered mainly the topics of population, socio-economic condition, educational and health condition and literacy of the villagers. The result showed that the villagers lack the immediate medical assistance since the nearest health centre is almost 10 miles away from village. Nineteen people expired in the past one year due to various maladies. The local administration was informed about the findings of the studies and as a result medical attention is given to the village.

Department of botany did a research study on nutritional status of the students and adults of the village Beheratoli. The findings showed that Children are undernourished due to lack of nutritious food. The

college believes the innovative practices put into the minds of students will help the society in future by these energetic and innovative students of our college.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response: 1**

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description                                   | Document                      |
|--|-------------------------------|
| Report of the event                                | <a href="#">View Document</a> |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response: No**

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response: Yes**

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |

### 3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.04

#### 3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 1       | 0       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 0.16

#### 3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 05      | 00      | 00      | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising

**students to social issues and holistic development during the last five years****Response:**

Faculty and students of the college are encouraged to participate in collaboration with other organizations in carrying out social outreach programs through NSS, Eco-club, AICUF and YRC of the college. Information regarding these programs is disseminated through notices. The college appreciates the services provided by students and faculty by considering their working for such activities as on duty and are included in their academic curriculum. Some of the salient contributions of the institutional social responsibilities (ISR) include:

- Conducting blood donation camps:

These camps provide the students an opportunity to give blood most generously to all in dire need. In the first camp itself 40 units of blood were donated. The college has received an award from the Governor for donating highest unit of blood under NP University colleges.

- Conducting village awareness programs:

Students of different departments with the help the faculty members have taken various extension activities in the neighborhood communities in order to create awareness among them regarding various social problems and issues such as alcoholism, abortion done by adolescent or unmarried girls, diseases spread due to unhygienic living conditions, importance of '*beti bachao, beti parhao*', cleanliness and hygiene. These activities have played vital roles in sensitizing students to social issues that are prevalent in the villages.

Field study cum survey of the villages:

Students from different departments have actively participated and taking up various outreach programs in the neighboring villages. These field trips and surveys are helping them to know the needs and their contributions to the society.

**Rally on Cancer disease:** The science department students take initiative to conduct various health issue programs. The students did rally on cancer disease on cancer day to create awareness among the students, staff and nearby villages. New strategies are planned and implemented to make people aware of this disease, its causes and prevention.

**Cycle Rally on Pollution free environment:**

The Eco-club students organize various programs on environmental issues. They conducted cycle rally on the importance of pollution free environment. These programs not only brought awareness among the people but also made the students regarding their role in protecting the mother earth.

- Safe drive programs in the markets:

The students of the college time to time organize programs in the market place in order to create awareness among the people on the importance of following the traffic rules for safe travel. They explained to the people about the existing traffic rules of the country and the importance of wearing helmet while driving

two wheelers. These programs have made great impact on the people and paved the way for sensitizing the students on those issues.

The college believes in over all development of the students and sensitizes them through this outreach programs in order to address the social needs or social issues of the people in the neighboring villages and public places. These activities not only gave the much needed space for experiencing the social issues of the society but also created greater awareness regarding such issues.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 1**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 35**

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 18      | 11      | 2       | 2       | 2       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the event organized  | <a href="#">View Document</a> |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 84.11

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 404     | 322     | 314     | 295     | 131     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt. or NGO etc. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 3.5 Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 5

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | <a href="#">View Document</a> |
| Copies of collaboration                                       | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 0**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The college Mahuadanr has a well constructed composite building for its academic and administrative functioning. It has 24.46 acres of land under its possession. The college is eco-friendly. Natural lighting and ample air are provided to the students making their academic atmosphere completely organic and enriching their learning experience. The available infrastructure of the college enhances the teaching learning. It has the following facilities for academic purposes:

- 1.Number of Class Rooms - 32
- 2.Number of Laboratories - 04
- 3.Number of computes - 41

The college is situated in a remote naxalite belt, yet the institution has not left any stone unturned to fulfill the demands of students as well as staff regarding sufficient infrastructure. All the class rooms are well maintained, ventilate with sufficient natural light, fitted with the required fixtures.

**Learning Spaces:**

The college has well equipped laboratories and classrooms. The library has approximately 5668 books. The administrative block has sufficient number spacious rooms.

Classrooms (total 32) of different capacities meet requirements of students. Big classrooms are available for 80-100 students. Each classroom is equipped with appropriate, comfortable furniture; good ventilation and adequate light. Department wise LCD projectors and free Wi-Fi connection for all students and staff are made available for teaching and learning. Three seminar halls are available for inter-departmental gathering and for common gatherings and celebrations.

The academic programme of the college is enriched by laboratory experience. There are four well set up and well equipped laboratories to engage students to do practical orientation, self-instructional, learner and friendly modes.

**Computer Facility:** There is a separate computer lab for students and staff where they practice their skills in order to enrich their knowledge.

Hands-on experiential learning is provided through the vegetative reproduction in green house for research and innovation in farming.

The library is housed in a separate place and internet connection is given. The library is provided with four computers with internet connection. Students utilise the system for reference and to collect materials for their studies. Print out and Xerox facilities are available in the library for students and staff. The necessary books pertaining to the syllabus as well as extra reference materials are available. The students are

permitted to borrow books as per the book bank scheme and as required. The Library is opened for all students and staff for eight hours a day to have easy access to browse, read and borrow books for their enrichment of knowledge.

Departmental Rooms: Each department has separate departmental rooms. These spaces enable effective student-teacher interaction on personalized basis.

Green campus for which green audit has been done which has indicated that the buildings on campus utilize plenty of daylight and natural ventilation for comfort and efficiency of users. The number of trees and lawns which add to improved quality of air and minimize air pollution on the campus. These facilities are provided with a vision to help students to develop their academics and career through skill enhancement.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

##### Response:

The college has adequate facilities for sports and games. The following are the available facilities.

The college has adequate facilities for sports and games that include indoor and outdoor games. In this internet and mobile age, the institution has taken a major step for students to use their leisure time by playing indoor and outdoor games. Students utilize the free hours constructively to develop their physical skills as well as explore their interests to find their passion. Sports committee conducts annual sports day with various competitions for girls and boys in which the Professors also participate. Departmental competitions are held on a number of times and best students are selected to compete with other institutions.

**Fire Safety Unit:** Fire extinguishers are placed on all the three floors of the college and in the laboratories. These devices are placed to protect the staff and students of the college.

**Yoga & Meditation:** Yoga day is celebrated in the college. All the students and faculty members participate in it. Expert yoga trainer leads the group to participate in the Yoga. Yoga sessions are conducted at various intervals. Meditation is made as part of the daily routine to give a fresh start to the classes at the beginning of the day.

##### First Aid and sick room:

The college has made first aid facilities for the students and the staff. A self contained sick room is situated on the ground floor of the college for the students and the faculty for emergency use.

### **CULTURAL ACTIVITIES:**

The college is situated amidst of rich variety of indigenous culture. The college absorbs and promotes the culture of the area and participates in the cultural events of the area. The students and staff participate in cultural events that are held on the Tribal feast days such as *Karam, Sohrai, sarhul,,Jharkhand establishment day on the occasion of Birsa Jayanti* celebration.

The college has a cultural club which performs annual day celebration, different cultural events such cultural activities enhance the inner quality of the students. The cultural club provides a big platform for students to excel in different platforms.

The college aims at over all development of the students. In order to achieve this goal it conducts various extracurricular activities such as sports day, interdepartmental volleyball and badminton, Kabbadi and Kho-Kho competitions.

Youth festival annually conducted with various competitions like singing, dancing, mime, skit, rangoli, drawing, painting and fancy dress etc. the winners are awarded with gold and silver medals and certificates.

The following are the available facilities.

1. Details of outdoor game facility: Foot-ball, Volley-ball, Badminton, Hockey and Cricket.
2. Details of indoor game facilities: Carom board, Chess, Chinese-checker and *ludo*.
3. Details of Yoga facility: Yoga classes are conducted in the college near the entrance occasionally.
4. Details of Cultural Club Activities: Organizing Religio-Cultural celebrations, National and International days, College Day, Loyola Day etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### **4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 16.22

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 6

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| any additional information   | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 41.12

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16.8    | 14.1    | 12.5    | 154.4   | 134.3   |

| File Description  | Document                      |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |
| Audited utilization statements  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

- St. Xavier's college has got a spacious library. The library has approximately 5668 books for the use of 444 students and staff. It also has 21 journals and magazines along with 12 different newspapers to cater to the needs of the students and faculty members. The library has special designated areas for staff and students.
- Internet facilities are made available for the staff and students in the reference section of the library where the computers are fixed for the staff and students. This helps them to access to e-learning.
- A committed staff helps the students find the essential titles. 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 as well as in Excel sheet. The librarian searches in the Excel sheet and helps the students to locate the book at the time of query. We are also in the process of procuring designated software, bar coding of books with an open access

platform for library automation.

- Book bank scheme is followed in the library. With this, the students are able to borrow books for the entire length of a semester. It is being done to help the students to study well. All books are with reference ID. The issues and returns are recorded. The computers in the library are linked with internet and e-books are getting loaded for student's utilization. Efforts are being taken to fully digitalize the library in due course.
- Library is looking forward to:
  - Web centric access for users
  - Adding more e-resources and databases
    - **Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

The college has a well-equipped library with all the prescribed, recommended and reference books as per the university norms. The library has sufficient books to satisfy the academic needs of the students.

The total number of books available in the library for 444 students is 5668

To kindle the interest among the students with regards to current affairs and general knowledge, the library has subscribed for more number of magazines and newspapers.

Apart from the above resources, the library also has a stock of the reports of the innovative projects work of the students for the sake of students and to motivate others.

The College library is constantly stocked with rare and special literature for the benefit of its students. Whenever the faculty attends national and international seminars they collect some of the useful books for the library. We do have some national and international level books. Which are useful. This allows for the college to create a collection of rare books, manuscripts and special reports.

The library also has an exclusive collection of photographs and it is in the process of creating an album of rare photographs of the college.

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

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### **4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

##### **Response:**

The college has a well-equipped library with all the prescribed, recommended and reference books as per

the university norms. The library has sufficient books to satisfy the academic needs of the students.

The total number of books available in the library for 444 students is 5668

To kindle the interest among the students with regards to current affairs and general knowledge, the library has subscribed for more number of magazines and newspapers.

Apart from the above resources, the library also has a stock of the reports of the innovative projects work of the students for the sake of students and to motivate others.

The College library is constantly stocked with rare and special literature for the benefit of its students. Whenever the faculty attends national and international seminars they collect some of the useful books for the library. We do have some national and international level books. Which are useful. This allows for the college to create a collection of rare books, manuscripts and special reports.

The library also has an exclusive collection of photographs and it is in the process of creating an album of rare photographs of the college.

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

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 2.19

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| .68     | 2.15    | .3      | 6.7     | 1.1     |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 5

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 22



| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

##### Response:

The college updates the IT facilities. Six computers and three LCD projectors are purchased to increase the IT facilities. Wi-Fi facilities are made available to students and faculty, Printing and Xerox facilities are available to the students and staff.

The publication committee ensures that college website is updated time to time. All important notices concerning academics, seminars and upcoming celebrations are uploaded on the website duly approved by the Chair-person of the Committee.

The college is facilitated with 41 computers that are accessible to the students as well as the teachers for academic and co-curricular purposes. Four laptops are available for the teaching purposes. Printers are arranged in the office, library, exam branch and laboratories. Wi-Fi is available at various labs and staff rooms. Students are given accessibility to this facility but due to poor network connection the network connection fails often. Information about upcoming events is available on the website. This information includes the time and date along with details about the event. Following the completion of the event, pictures and minutes of the events are also uploaded in the form of news bulletin. This allows the parents to be aware of the programs being conducted in the college as well. The academic calendar as well as the course information is also updated in the beginning of every academic year.

Each department is provided with individual system.

Faculty members use different method of teaching like using power point presentations, videos etc in the class rooms to enhance learning.

Faculty members use scanners, printers, Xerox facility for official purpose.

The college campus is Wi-Fi enabled. Faculty members can access Wi-Fi anywhere in the campus to gain additional information, carry out research activities, and download information related to the curriculum and also to enhance their knowledge about their subject.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio



**Response:** 9.95

|                            |                               |
|----------------------------|-------------------------------|
| <b>File Description</b>    | <b>Document</b>               |
| Any additional information | <a href="#">View Document</a> |

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** <5 MBPS

|                            |                               |
|----------------------------|-------------------------------|
| <b>File Description</b>    | <b>Document</b>               |
| Any additional information | <a href="#">View Document</a> |

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 26.35

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 57.5    | 15.5    | 13.6    | 39      | 27      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |
| Audited statements of accounts.  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### **4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

##### **Response:**

The college has its statutory committees that take care of the various programs of the college including infrastructure facilities & equipments.

##### **Infrastructure:**

Finance and purchase committee see the necessary arrangements for adding new academic infrastructure in the college as per the needs of the departments/college. Construction, repair and maintenance of the main building and physical infrastructure like water, power supply and gas is looked after by them. All minor faults are attended and repaired by the technician of the college. The college has a generator system for uninterrupted power supply. Maintenance of toilets and service areas are outsourced through various external agencies.

It also takes care of other works such as whitewashing, constructing / renovating buildings and other repair works. The equipment, instruments and items for use in the laboratories are purchased after prior approval and scrutiny to ensure optimal utilization of funds allocated to the respective departments in each academic year.

The greenery of the garden is well taken cared by the gardener as well as the faculty and students of Botany department. A Herbal and Botanical garden is established in the college for the students to obtain knowledge and to maintain pollution free environment. Planting of seasonal trees is carried out in the college regularly. The NSS and Eco-club take initiative in planting trees during monsoon.

##### **Library:**

There is a library advisory committee which is concerned about purchase, issue and up-gradation of library facilities. The grievances of the students regarding library is taken cared by them.

##### **Computer & IT infrastructure:**

There is a coordinator for the computer resource center who monitors use and maintenance of computer labs in the college. The publication committee looks after information sharing and uploading on the college website.

## Laboratory Equipments/ Machineries:

Gas connection pipe line is checked regularly for any leakage by the college technician. Lab assistants Maintain stock register by laboratory for keeping a list of chemicals, glassware and any other instruments used in the laboratory. Maintains Dead Stock Register regularly to keep account of the non-functional equipment and machineries etc. The laboratory equipment is maintained at the departmental level by the staff or through technicians of the college annually and/or whenever necessary.

## Furnitures/ related items:

There is a staff to look after the maintenance and repair work of furniture and fixtures and other physical infrastructure. He brings into the notice of the authority the needs of repair work and certifies after the work has been completed.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 63.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 220     | 153     | 306     | 279     | 124     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships  | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 7.15

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 124     | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**5.1.3 Number of capability enhancement and development schemes –**

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** B. Any 6 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 0.3

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 3       | 1       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 39.68

#### 5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 126     | 129     | 124     | 136     | 156     |

| File Description                         | Document                      |
|--|-------------------------------|
| Details of the students benefited by VET | <a href="#">View Document</a> |
| Any additional information               | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 1.72

#### 5.2.1.1 Number of outgoing students placed year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 4       | 1       | 1       | 2       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 29.81

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 31

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Details of student progression to higher education | <a href="#">View Document</a> |

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 1.21

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2       | 3       | 1       | 0       | 0       |

#### 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 104     | 96      | 100     | 74      | 84      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information  | <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 national / international level (award for a team event should be counted as one) during the last five years.

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

The college has an active students' council which is the representative body of students. The objective is to make the students participate in the development of the institute as well as in the process of developing their personality, organizational skills and career through interactive programs with faculty, administration and society. The goal of the student council is to provide a common platform to students for co-curricular and extra-curricular activities. It is responsible for organizing major technical, cultural, literary and sports activities.

COMPOSITION, DUTIES AND RESPONSIBILITIES OF THE COUNCIL:



President is the chairperson of student's council who presides over all the meetings. President is assisted by Vice-President in organizing the activities of the council.

Secretary: Spearheading the council activities, planning, executing and monitoring the calendar of activities across the academic year.

Treasurer: To plan the budget for the various events handled by the student council, manage the disbursement of funds allocated to the council and prompt preparation of statement of accounts.

Functions of the students council:

To organize intra and inter collegiate Technical Festival; members of the committee takes responsibilities such as choosing the talent for the events, coming up with an interesting relevant theme that unifies people, advertising events, and recruiting volunteer; also create awareness of participation in these events both inside and outside the campus.

To organize intra and inter collegiate Cultural Festival; members of the committee takes responsibilities such as choosing the talent for the events, coming up with an interesting relevant theme that unifies people, advertising events, and recruiting volunteers; also create awareness of participation in these events both inside and outside the campus.

To spread awareness of sports in the campus through intra and inter collegiate level sports participation and organization of such events.

To reach out to the students in the most effective and efficient manner by developing the college's communication strategy on campus through posters, blog posts, emails, videos and any other innovative ways.

To generate interest, awareness and actions towards sustainability on campus through awareness creation, fostering good habits, providing resources and implementing policy changes. The committee regularly interacts with campus staff and administrators to identify and seize opportunities for a green environment through composting, waste reduction, energy conservation, using alternate forms of energy etc.; extending this to other colleges to promote awareness and sustainable behavior through science exhibition and other practices.

The college believes that representation of students on academic and administrative bodies and committees of the institution is vital to the development of the college. It also believes that students participation is integral for the various activities of the college therefore it has an organized students' council.

The students also are integral part of number of committees to contribute their best and to have better understanding of administration activities. The student representatives are mainly involved in major committees like IQAC, Eco-club, YRC, AICUF, Gender equity cell etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 6.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 6       | 6       | 6       | 6       |

| File Description   | Document                      |
|--|-------------------------------|
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

St. Xavier's college, Mahuadanr in its infant stage itself has created the alumni association known as Mahuadanr Old Xaverian Association (MOXA). So far the alumni association had a few gatherings; most of the students are pursuing in higher studies but very proud to be associated with their old college. Therefore it is not functioning as a fund raising association. But attempts to tap alumni for funds shouldn't be prioritized over the kind of contribution that significantly enhances the employability of future graduates. We actively encourage through IQAC from a pass out graduate perspective and as an invaluable professional partner.

The college supports and encourages its alumni to have a duty of responsibility back to their alma mater, not just as individual mentors, but also in bringing their business into the fold. Ideally, this would feature not only presence at open days, seminars and panel events, but increasingly, practical one-to-one or small group mentoring, preferably involving their own employers in engaging with students. This certainly

happens in pockets, but not extensively enough, and it's arguably the part that needs to be cultivated the most.

Of course, this approach assumes that outgoing undergraduates who have enjoyed and benefited from their overall student experience. So much so that they are inspired enough to return once their working life has begun and share their 'path' with those a year or two behind them. It also assumes that the college has an efficient system to place and track down about their whereabouts when they finally leave the college. The college has a file containing the addresses details of their whereabouts.

We reframe and re-energize the 'mission' of alumni in a way that makes previous graduates feel useful and valuable. It is simply a call to arms to involve our valuable alumni more innovatively in helping our current tranche of despondent and often directionless undergraduates become more employable, create more meaningful career paths and most importantly, not waste any working days.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Any additional information            | <a href="#">View Document</a> |
| Alumni association audited statements | <a href="#">View Document</a> |

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 2

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 1       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Report of the event  | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

**Vision:**

*“Inspired by the life and teaching of Jesus Christ and the Jesuit spirit of “magis” ( for the greater and better), St. Xavier’s College aspires to develop professionally competent and compassionately committed people for creating a just and humane society by promoting harmonious living with different socio-cultural groups and with the whole creation”.*

**Mission:**

- To provide quality based academic excellence especially for tribal youth.
- To motivate students to be a people skill-oriented, competent, committed, conscientious and compassionate.
- To promote modern and scientific techniques as well as the cultural values of the local people.
- To capitalize on potential benefits for students in terms of research opportunities, mentoring and networking that are singular to comprehensive institutions.
- To sow the seeds of multifarious challenges of life among the tribal youth by means of understanding ethical dimensions of personal and professional life; also to procure means of examining their own values, attitudes and beliefs.
- To prepare students for a life of meaningful professional service and leadership.

**Core values:**

#### 1.Hard work and dedication

- 1.Sincerity and honesty
- 2.Social environmental and ethical sensitivity
- 3.Concern for the poor
- 4.Self appreciation and love for creation

**Our motto:**

- 1.Compassion
- 2.Commitment
- 3.Conscience
- 4.Competence

St. Xavier's college has a Governing Body (GB) constituted as per the norms of the Nilamber-Pitamber University. The Governing body meets periodically and discusses, plans for the growth and development. It designs and executes Short-term, Long-term plans integrating departmental plans. Governing Body works in close collaboration with the Principal in maintaining an amicable academic environment. The Principal works in close collaboration with the teaching and non-teaching staff to implement the decisions and policies. He also consults the academic council, staff council, IQAC and other statutory bodies of college to ensure the effective implementation of the vision, mission, core values and motto of the college. The institution strictly follows the academic calendar in order to achieve the aims and objectives. The policy and planning are carried out in consultation with stake holders. The college administration with the help of the department wise committees formulates quality policy and integrates the same in the strategic plan.

Formulation of action plans and defining the policy objectives attempt to address the issues of systematic change to provide quality education, creating robust principles, framework systems and processes the institution intends to reinforce.

The participants of the Planning Process:

The Founding Body, the Hazaribag Jesuit education Society, Administrative Staff Council, the Principal, the finance officer/Administrator and the Coordinators of the committees.

The Founding Body and the administrative Staff Council overview the long and short term plans of College along the Principal.

The Principal is both the academic as well as the administrative head of the institution and oversees the planning, organizing and execution of all academic activities, is responsible for admission of students, finance, conduct of various committee meetings, Students' welfare, discipline and all regular activities of College is assisted by the Academic Coordinator, IQAC Coordinator and the Teachers' Representative in taking administrative and academic decisions.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The concept is applied in the college and implemented by the Principal who understands the importance of academic intellect and seek a strong relationship with their faculties. The Principal understands that they are the facilitators who deal directly with the stake holders and satisfy their needs. To understand the basic need of the day to day activities and to stay ahead of the basic requirements the decentralization of management has been adopted by College. All stake holders welcome the innovative ideas, concepts and thoughts from the management and their involvement in decision making process through decentralization.

The concept of employee participation in the college's decision making always is praiseworthy.

Participative decision making is practiced in the college. All the important developmental plans are discussed with the staff of the college along with the committee members before implementing the developmental plans. The Principal assigns responsibilities to the coordinators of the committees on the basis of suggestions made by the Administrative staff council.

The heads of the departments play important roles in developing their respective departments with the involvement of the departmental staff. The HoDs are given the freedom and mandate to decide on the various activities concerning academic and administrative work of their departments. The HoDs are given the autonomy to decide the equipments required for their departments and the needed materials.

The students are also part and parcel of governance of the activities of the college. The representatives of the students are incorporated in the major committees like IQAC, Discipline committee, YRC, Eco-club etc. They give their suggestions for implementations of decisions.

#### Scope of Participative Management

Though associating with the entire staff and students at every stage of decision-making is not possible, still regular exchange of information, ideas, consultations, thoughts, decisions and negotiations between staff and the students definitely is a benefit to the college.

#### Objectives of Participative Management

We believe in participative style of management in the college such as:

- Participative management makes the best use of human intellectual and emotional capital. It gives the staff an opportunity to contribute their ideas and suggestions to improve processes and create a better working environment.
- Our staff have a say in decision making process, it gives them a psychological satisfaction. It is a simple force that drives them to improve their performance, create a proper channel of communication and find practical solutions to design better organizational processes.
- Participatory management is one of the most effective strategies to retain the best talent in the institution. It gives the staff a sense of pride to have a say in the decision making process of the college. Once they are valued by the college, they stick to the college and become college management's partners in meeting specific goals and achieving success.
- Two-way communication plays an important role in the success of the college. Staff participation in decision making ensures proper flow of communication in the college. Everyone contributes their best and tries to strengthen the college by contributing their best to improve.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The college has a SMART (Specific Measurable Achievable Reasonable Time bound) strategic plan for the development of the college. The college has its vision, mission that focus to provide quality higher education to the students of this Rural Tribal area. In order to implement the vision, mission the college has a short term plan for one year, a perspective plan for seven years and a long term plan for 15 years that aims at providing inclusive and quality higher education.

The college has created strategic plan for various activities which are implemented and documented. They are as follows:

Administrative Academic Audit of the college is done with the support of college, Ranchi for the quality assurance of the institution.

The top priority of the college is the holistic development of the students; hence importance is given to the academic and co-curricular activities. Some of the extra academic activities are essay writing, debate, quiz, speech competition, inter-departmental activities, all these are done along with curricular and co-curricular activities.

According to the plan set by the college, sports day, youth festival, science exhibition, interdepartmental competitions are held in every academic year.

For the development of the students' progression, coaching for competitive exams, counseling students for further studies, career guidance and placement are done by the different committees of the college.

The college pays special attention for the development of the library and time to time it is updated with the new books and other facilities like e-resource are provided to the students to strengthen their learning.

Facilities are made available to the staff and students for printing and taking Xerox copies to enhance their studies. Free Wi-Fi facilities are made available to the students and staff to upgrade their knowledge by browsing from Google

To achieve this, the college has organized a number of faculty development programs to refresh and to re-orient the faculty in their teaching profession. They are encouraged to participate in refresher courses that are available in the country and present papers in the national and international seminars.

As part of raising the level of awareness among the stakeholders regarding conservation of the environment and protection of the mother earth to have an eco-friendly living in the campus, the college has done the Green Audit of the college.

The college envisions achieving the following:

- Through higher education prepare the next generation of teachers and leaders.



- Further Advancement in the use of information and technology for teaching and learning.
- Develop and implement scientific approaches in imparting knowledge.
- Prepare administrators to effectively manage learning systems and environments.
- Shape public policy to improve education for all.
- Allow the alumnus to take active part in the day to day development of the institution and to share their advice for a better tomorrow.

The development of this strategic plan is to provide focus and commitment. We then identify possible measurable objectives that align with the goals and values and conclude with the process that used to prepare this document.

| File Description                                       | Document                      |
|--|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

#### **GOVERNING BODY:**

**The governing Body (GB) of St. Xavier's College, Mahuadanr in the highest decision making and policy forming authority of the college. It consists of seven members. As per the directions of the University the Governing Body was constituted.**

**The President of the GB is the President of the parent body, Hazaribag Jesuit Education Society.**

**The Secretary is appointed by the President.**

**The Principal is the Ex-Officio member of the G.B.**

**The Sub-Divisional officer represents the government.**

**The university Representative represents the University.**

**The teachers' representative elected by the teaching staff represents the staff and an eminent educationist.**

#### **PRINCIPAL**

[Principal monitors the overall working of the college. The Administrative set up of St. Xavier's College, Mahuadanr.]

### **COLLEGE COUNCIL (Faculty)**

[Comprising all the teaching staff members of the College]

### **STANDING COUNCIL (HOD'S)**

[A purely academic body -comprises all the Heads of the departments]

### **ACADEMIC COUNCIL**

Comprising of all the Heads of Departments

### **FINANCE COMMITTEE**

### **INTERNAL QUALITY ASSURANCE CELL**

### **IQAC**

### **COMMITTEES FOR VARIOUS ACTIVITIES**

1. Admissions
2. Examinations
3. UGC/RUSA/ICSSR/DST Grants
4. Library
5. Time-Table
6. Equipment
7. Sports
8. Hostel
9. Discipline & Anti-Ragging
10. Women's Welfare & Ladies Room
11. Grievance Cell
12. Class Teachers
13. Parents' Council
14. Planning
15. Cultural Activities
16. Publication Committee
17. Anti Sexual Harassment Cell
18. NSS Committee
19. YRC ( Youth Red Cross)
20. Eco Club
21. Students 'Council Facilitators/Personality Development
22. AICUF Committee
23. Minority Cell
24. St/Sc Committee
25. OBC Committee

## **FACILITIES**

- 1.Hostel For Girls
- 2.Canteen
- 3.Counseling Cell
- 4.First Aid and Rest Room
- 5.ICT Room/ Conference Hall
- 6.Spacious Reference Library
- 7.Art /Science Laboratories
- 8.Computerised Library

- 1.Functions of various bodies:

### **Academic council:**

- 1.Bridge course (Orientation program)
- 2.Mentor-mentee report.
- 3.Remedial and mentoring classes were extended to help the academically weaker students.
- 4.Regular class test and maintenance of mark list.
- 5.Audited Academic Audit Report.

### **IQAC:**

- 1.Orientation program for New Staff and first year students on institutional history, vision, mission, culture and values.
- 2.Faculty development programs on various topics.
- 3.Student support services.
- 4.Youth festival
- 5.Parent-Teachers Interface
- 6.Website updating
- 7.SWOC Analysis of the College
- 8.National Seminar/International Seminar
- 9.Green audit

### **Feedback committee :**

Suggestion Boxes: Regular collection of grievances and finding solutions. Annual feedback from Students, Faculty, Parents and Alumni.

### **Publication committee:**

- 1.Two news bulletins were released in 2017-18 academic year.
2. Annual Magazine was released.
- 3.Up-dating of the Web-site.

### **Minority Committee:**

- 1.Scholarship was extended to the students by Hindustan Petroleum.

**Extension units (NSS, YRC, Eco-club):**

1. Blood Donation Camp.
2. Awareness program on the Use of Medicinal plants to the public.
3. Road safety program in the market.
4. Usage of fire extinguisher.
5. Cycle Rally (Pollution free environment)
6. First aid Awareness Programme.
7. Awareness program on AIDS.
8. Special Lectures on "Health and wellness"
9. Cancer Awareness Rally.
10. Village outreach program:

- Awareness program on Health and hygiene in the villages.
- Awareness program on ill health due to Alcohol.
- Awareness program on Water sanitation and water harvesting.

1. Service rules and procedures: - The College has its by-laws and service rules. Soft and hard copies are available.
2. Recruitment:-The College strictly follows the UGC norms for recruitment of staff.
3. Grievance redressal mechanism:-A well planned mechanism to redress the grievances:

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

**6.2.3 Implementation of e-governance in areas of operation**

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

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

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

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

##### **Response:**

1. *various bodies*
2. *cells*
3. *committees*
4. *minutes of meetings*
5. *implementation of their resolutions*

##### **Academic Council:**

1. Academic Audit
2. Remedial and mentoring classes
3. Mentor-mentee report

##### **Internal Quality Assurance Cell :**

1. Student support services
2. Faculty development programs
3. Certificate courses
4. Parent-Teachers Interface

##### **Staff Council:**

Grievances of the Staff are addressed and steps are taken especially during 2017-18 academic year Internal indifferences occasionally shone by some members of the staff is discussed and remedies are found.

##### **Time Table Committee :**

The new time table of the college was prepared and implemented.

##### **Examination Committee:**

The committee takes care of the regular conduct of examinations and display of marks on the notice board of the College.

**Publication Committee:**

1. Two news bulletins were released.
2. Annual Magazine was released.
3. Up-dating of the Web-site.

**Finance / Purchase Committee:**

Scholarship for all the SC / ST and OBC students was provided by Hindustan Petroleum limited.

Approves purchase of materials required for the college.

Annual Financial Audit of the college is done.

**Anti Ragging Committee/ Discipline Committee:**

The committee takes care of the discipline of the College. The committee ensures that no ragging takes place in the college.

**Grievances Readdressal / Feedback committee:**

1. Suggestion Boxes: Regular collection of grievances and finding solutions.
2. Feedback: Annual feedback from Students, Faculty, Parents and Alumni.

**Cultural / Festival Committee:**

Various religio-cultural celebrations, National and International days are celebrated by cultural committee which is being co-ordinated by the faculty and students.

**NSS Committee :**

Various awareness programs were conducted during the academic year.

Internship Program was done by NSS students during month of May.

**NSS, YRC, AICUF & Eco Club:**

- Blood Donation Camp.
- Awareness program on Use of Medicinal plants to the public.
- Road safety program in the market.
- Usage of fire extinguisher.
- Cycle Rally (Pollution free environment)
- First aid Awareness Programme.
- Awareness program on AIDS.
- Special Lectures on "Health and wellness"
- Village outreach program:
  
- Awareness program on Health and hygiene in the villages.

- Awareness program on Water sanitation and water harvesting.

**Gender Equity Cell:**

Awareness on the importance of women's roles in the society is being explained through different seminars and gatherings.

**Students' Council Facilitators/Personality Development:**

Regular meetings are conducted to identify the problems of students and working for their well fare.

1. Internal exams conducted on time.
2. Regular class tests

**Library Advisory Committee:**

Updating library and World book day celebration.

**Career/ Placement Cell:**

Regular coaching classes are done for the advanced learners.

**Sports & Games Committee:**

- Sports and games are given importance.
- National sports day was celebrated.

**Research Committee:**

Village research program was conducted by History, Political Science, Economics, Hindi & Botany departments.

**Counseling cell:**

Students with personal problems are guided by the class teachers other than that the counseling committee takes personal care to the students those who approach. them.

**AICUF Committee:**

Awareness programs, Outreach programs and participation in cultural activities are done.

**Minority, ST/SC & OBC Cell:**

The college creates awareness among the students regarding the available reservation seats in the government posts by giving time to time information to them.

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>File Description</b>         | <b>Document</b>               |
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

**Response:**

The management recognizes the commitment and dedication of the teaching and non-teaching faculty. It always strives to satisfy the needs of the employees proactively. Some facilities provided for the welfare of the employees of the institution are as follows:

1. Provident fund facilities are given to all the employees who fall under the eligibility criteria.
2. The provision of fee concession is made available to the children of the staff of the college.
3. A canteen is provided inside the campus with reasonable rates to provide refreshment to the staff.
4. Subsidized facilities for stationary and Xerox center within the campus for both staff and student.
5. Compliments are given to the non-teaching staff during festival times.
6. For female staff food and lodge is provided with subsidized amount in the hostel.
7. The teaching staff is encouraged to do their higher studies and attend seminars and refresher courses.
8. Special leave with pay is provided for the staff who do their higher studies.
9. Salary increment is given annually to the staff.

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>File Description</b>         | <b>Document</b>               |
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 1.92

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |



| File Description  | Document                      |
|---|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 4.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11      | 1       | 6       | 5       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of Academic Staff College or similar centers  | <a href="#">View Document</a> |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 6.98

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 02      | 03      | 03      | 02      |

| File Description   | Document                      |
|--|-------------------------------|
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

The IQAC of the college has prepared a self appraisal format in order to measure the performance of each staff. This format is prepared on the basis of PBAS (Performance Based Appraisal System) methodology of UGC. This format is given to the staff to be filled in by each staff according to his/her own rating.

The format is comprehensive and includes academic and administrative responsibilities of the faculty. So far the faculty appraisal was done annually till 2017-2018 academic year. The new faculty appraisal will be done semester wise for the betterment of the staff.

The questionnaire consists of seminars attended, paper presented in national and international seminars, use of ICT teaching, their involvement in curricular, extra-curricular activities of the college, practice of institutional values etc.

This questionnaire is being evaluated by the Principal and the feedback is given to the faculty directly for the improvement of their performance. This is based on the basic principle that there is always a room for improvement. The teaching faculty also being evaluated by the students regarding their class room performance and this feedback is informed to the faculties through HoDs.

The non-teaching faculties are evaluated by the students and the Principal according to their performances. After the evaluation the Principal meets the non-teaching staff and apprise them of their performance.

#### STAFF WITH UNSATISFACTORY PERFORMANCE APPRAISAL

If a staff is evaluated at a level indicating “Needs Improvement” in one or more areas of performance, following steps will occur:

1. The Principal will provide the staff a clear written statement of specific areas of unsatisfactory performance, based on the result of the “Performance Appraisal” form.
2. The Principal meets the concerned staff and discuss the specific areas of unsatisfactory performance. In consultation with the staff, the Principal develop a formal “Plan for Improvement” based on the acceptable levels of performance. The staff is given a copy of the “Plan for Improvement” and a received copy of the same is kept in the file for future reference.
3. The staff is directed to undertake and implement the “Plan for Improvement” within the specified time frame. During this period, the Principal will meet with the staff on a regular basis to monitor progress.

Written comments on these meetings will be recorded and a copy will be given to the staff and a received copy is kept in the file.

4. At the end of the time frame specified in the “Plan for Improvement”, the Principal will conduct a performance appraisal and complete the “Performance Appraisal” form.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The accounts office headed by the financial officer/Treasurer of the college takes care of the accounts of the college. There are two sources of income for the college. The primary source of income is the fee collected from the students. The fee structure is divided under different categories such as admission fees, tuition fees, examination fees, sports and games fees, development fees etc. All the details are given in the receipts that are given to the students after collecting the fees. The accounts office makes each entry in the voucher books after issuing the receipts. The entries are entered in to the cash book and later everything is fed into the computer in order to make sure that all the accounts are maintained in a best possible manner. Every month a statement is prepared by the account office to show the income and expenditure of that particular month. The accounts office uses the Tally software in order to tally the accounts.

The secondary source of income is in the form of advances received from the parent body of the college Hazaribag Jesuit Education Society for the day today running of the college as well as developing the infrastructures.

The accountant's office takes care of account books as per the admissions and fee regulatory committee of the state. Entries done by one accountant are confirmed by the other accountant. Errors which are found are analyzed and fixed immediately. Internal auditor is appointed by the Governing Body for internal audit. External auditor verifies all the account books once a year and provides inputs to incorporate the required changes as per the statutory requirements. There were no major objections raised by the auditor so far.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the

**last five years (not covered in Criterion III) (INR in Lakhs)****Response:** 44.05

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 22.8    | 21.25   |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

St. Xavier's college is a self financing institution. It doesn't get any grants from the university, the government or the university grant commission. However it is planning to get itself under 2(f) and 12(B) of the UGC act. Its primary source of income comes from the fee collection of the students.

Before the commencement of the financial year the Principal with the help of the finance officer and the accounts office prepares the budget for the financial year. The budgets are under two categories. The first category is of the daily running of the college, its maintenance that includes the salary of the staff, budget for the various academic activities, purchase of library books, purchase of lab materials, requirement of the various departments etc.

The second is the budget prepared for the extra ordinary items such as development of infrastructure purchase of equipments, major repairs, development of play grounds etc. these budgets are presented in the Governing Body of the college for its approval. After the approval of the Governing Body it is send to the Governing Body of the Parent Body for the final approval of the budgets. The college had received funds for research project from TATA trust. The money is used for purchasing books for departments, Chemicals, Apparatus for chemistry lab, Teaching materials, Library cum information centre, Furniture for library. The money was also used to cover the expenditure of the *Research on impact of social change and modernization on Kurukh language and Oraon culture*. The project is completed and audit report is prepared by the Auditor of the college as well as the Auditor of the TATA trust.

The college follows a transparent accounting and audit practice. For any major purchase of the college has to be approved by the purchasing committee. This is to make sure transparency in dealing with financial matters.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 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

#### Response:

Best practices:

1. Maintaining discipline in the college.
2. Tree plantation.
3. Awareness programs in adopted villages based on different themes.
4. Cleanliness drive in the college campus and surrounding areas.
5. Blood donation camps.
6. Medicinal garden.
7. Rallies to spread information on various diseases and their preventions.
8. Guidance services for placement.
9. Youth festival is organized in the college every year.
10. The students of Eco-club are motivated to take care of botanical garden and culture saplings in the green house.
11. Practice of writing the thought of the day on the black board. Student, who writes maximum number of thoughts, is given an appreciation certificate at the end of the session.

The following are the contributions of Internal Quality Assurance Cell (IQAC) to improve the teaching-learning process:

1. Learner centered education: The teachers follow appropriate methodologies that to provide a variety of learning experiences for the students.
2. Teaching Plan: The institution has a unique practice of distributing individual copies of the syllabus to all the students on the very day of commencement of classes.
3. Improve the Teaching–Learning Process:
4. Quality of teaching: Use of teaching aides and Periodic Assessments, Time bound Assignments, Review of feedback, Parent–Teacher Communication, Counseling & Mentoring, Remedial Classes, Collecting Feedback on Curriculum, on Teachers, on Library, on Campus, Presentation skill.
5. Wi-Fi facility and networked computer labs. Department wise LCD projectors are availed to teach through Power Point and video.
6. Certificate Programmes: A list of Certificate programmes along with the duration, goals and objectives are followed.
7. Faculty: To enhance the knowledge and skills of the faculty members, the Institute frequently organizes Faculty development programs, Workshops and training programmes on teaching

pedagogy, general management and subject related topics. The college encourages and deposes the faculty members to seminars, conferences, workshops, FDPs and other developmental programmes organized by other Institutes and university to get exposure.

8. Lab Based Teaching: The College also has computer labs with internet facility.
9. Field Work Based Learning: YRC helps the students to sensitize the social concerns and ensure social commitment. Students and faculty members also find availability of different information about the college through the college website. Alumni also registered themselves through college website and can up-load their valuable advice for the next Generation. Also help the pass out graduates for better employment.
10. Teaching Plan: This is a tool for dividing the entire syllabus in to practical classroom sessions which could anticipate the required number of classes beforehand so as to prepare students for the examination.
11. The Institutional Effort to Monitor and Evaluate the Quality of Teaching Learning and Regular Conduct of Internal Examinations through Internal examinations conducted for all the courses at regular intervals.
12. The IQAC closely monitors and evaluate the quality of teaching- learning processes in the college. Students give their opinions through Suggestion Box. Students who hesitate to open-up in other forums can make use of the suggestion box.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

- The IQAC has streamlined methods to keep track of the progress of students through a well planned Mentor-Mentee report which includes personal details such as the health profile, academic progress, extracurricular activities, and placement particulars. The reports will be updated year after year and handed over to the class teacher to serve as a guide of tracking student progression and academic growth.
- The IQAC takes varied steps to ensure that the college implements the quality parameters. Ever since the establishment of IQAC in the college, it took several initiatives for the enhancement of quality in higher education. It collects feedback from various committees and departments and effectively implements them for improvement.
- Academic Audit was conducted to assess the academic activities and to suggest means and ways to improve quality performances.
- Regular Faculty meetings are held to support and motivate every aspect of academic enhancement.
- Remedial and mentoring classes were extended to help the slow learners.
- Staff evaluation was periodically conducted by the students and student council to assess the quality of academic and non-academic activities.
- The evaluative reports of all the departments, the reports of the student council and the assorted the



suggestions were examined, consolidated and compiled. Thereupon a summary was made pointing out the strengths and weaknesses as well as suggesting execution.

- Orientation program for first year students on institutional history, vision, mission, culture and values.
- Bridge course was conducted for all the first year students for a smooth transition from intermediate to higher education at the university college level. It focused on the basic language skills as also on the new subjects they are applying for.

Suggestion Boxes: Three new Suggestion Boxes have been set up each floor. Every grievance and suggestion of the students is welcome through them. The Principal regularly keeps a careful watch on them and takes timely measures to improve.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 5.4

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| IQAC link  | <a href="#">View Document</a> |

### 6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**

**5.NBA or any other quality audit****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Annual reports of institution                               | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)****Response:***Infrastructural development:*

The college has constructed spacey building that ensures all infrastructural facilities of the college including class rooms, laboratories, faculty rooms, library, and computer labs to fulfill the requirements for undergraduate studies. Department IQAC and NSS rooms were made available with furniture and other facilities. Compound wall of the college is under construction. Main gate of the college is constructed. Girls' hostel is built and inaugurated by Vice-chancellor of Nilamber-Pitamber University. It can accommodate 146 girls very comfortably.

*Development in teaching learning process:*

Departmental meetings are held at regular intervals to plan and execute the departmental academic activities as well as extracurricular activities.

*Development in latest technique in the class room teaching:*

Teachers make use of the latest techniques to teach the students through online. LCD projectors have been availed for each department along with ICT room for online teaching.

*Innovations in curricular and extracurricular activities:*



Innovative methodologies are practiced such as ICT class rooms, power point presentations for effective implementation of the curriculum.

Youth festival, sports and cultural events regularly organized in a creative and innovative manner for students to participate and learn.

*Extension activities such as NSS, Eco-Club, AICUF, YRC and village outreach program:*

The members of the YRC, Eco-club, NSS and AICUF actively participate in the outreach programs.

*Paperless office in office:*

The college office staffs have been provided with adequate computers and commendable part of the official records are maintained through soft copies.

Important and confidential reports/ papers are sent for pulping and recycling after completion of their preservation period.

*Conduction of classroom, state, national and international level seminars:*

The IQAC of the college has taken new initiatives and conducted faculty development and student development programs as well as one National and International seminar each.

*Development of College garden:*

The college campus has flower gardens, a medicinal plant garden and a botanical garden. The college has a green house to do vegetative propagation to increase the number of plants and distribute to the villagers.

*Feedback mechanism:*

- Regular feedbacks were taken from students and shared with teachers to improve the curriculum transaction. As an outcome of the students' feedback regarding infrastructure, mapping of the college facilities has been initiated and play ground have been renovated.
- Uniform was introduced as per the requirement of the students.
- Six months skill development certificate courses in Spoken English, *Vediography*, Drawing & Painting, Music, Dance, Craft, M.S Word, M.S Excel were introduced for their future career.

Library is provided with five computers with internet connection. The students utilise the system for reference and to collect materials for their studies. Prospectus is available to students and displayed in the website.

- Committees are formed before the beginning of the new academic session. One week of orientation program was organized for part-I students to make them aware of the Vision, Mission, Core Values and curricular & co curricular activities.
- Academic council takes care of students' performance. Slow learners are given much attention by providing extra classes.

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 8

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 1       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| List of gender equity promotion programs organized by the institution | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 7.1.2

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

**Safety and Security:**

**St. Xavier's College, a co-educational institution, is well aware of the existing gender in equality prevalent in India. The college promotes gender equality in its educational system. Gender equality sustains in terms of participation in different activities. Achieving gender equality in education will not only promote greater equality in employment outcomes but also a help to postpone early-marriages, reduce infant mortality rates and improve health and education of future generations which is much safety and secure the society.**

**The women cell of the college conducts programs for the staff and students to sensitize the issue. The college conducts awareness programs based on the themes of Women**

safety, Role of women & Equal rights for women in a male dominated society, Awareness program on depiction of women as sexual objects in films and advertisement, Be bold for change, Importance of girl child, Promotion of girls child education, Health and hygiene of women, Empowerment of Women through education. In order to sensitize gender equality the college has formed committees such as Women cell, anti-ragging and anti-sexual harassment cell.

#### **Safety and security:**

The entire Latehar district is known as a Nixalite influence area. But St. Xavier's College is fortunate to be located in one of the safest places of Latehar district. The College is committed to providing a healthy and safe environment for the students and staff. The college administration makes sure that there is total security in the campus for the stakeholders. The security personnel of the college work continuously to keep the campus community in the most secure and protected environment. The local police administration of Mahuadanr takes special precautionary measures by patrolling the college campus time to time. The College campus has had no campus criminal incidents so far. The students and the staff especially the women staff and girls feel very secure in the college campus.

#### **Counseling:**

It is better to counsel and educate a female child instead of a male because a female child can educate her entire family if she is educated where as a male child may not perform that way. Gender differences in educational choices appear to be related to student attitudes (motivation, interest and counsel) in studying a particular subject rather than their ability and performance. When women complete their studies they are less likely than men to work in these sectors. While it is difficult to separate innate and learned behaviors and to assess the influence of stereotypes, the effect of this gender imbalance is very clear. It hinders women's careers. It is also an inefficient use of investment in education.

#### **Girls' Common room:**

To safe guard the interests of the girls of the college; a separate common room facility has been facilitated with lavatory. Indoor game facilities are available. It is a self contained common room and with news papers and magazines for the girls 'students to read and relax and also provided with a bed for taking rest.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**7.1.3 Alternate Energy initiatives such as:****1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 10.24

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 2100

7.1.3.2 Total annual power requirement (in KWH)

Response: 20500

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for Additional Information   | <a href="#">View Document</a> |

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 0.48

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 80

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 16800

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

**7.1.5 Waste Management steps including:**

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

### 1. Solid waste management:

- Regarding solid waste management system bold steps have not yet been taken to re-cycle the solid waste such as bio-degradable and non-degradable. But plastic free green campus is maintained. Different wastes bins are kept in the college campus among bring awareness to the students to differentiate and put the waste materials. The degradable, non-degradable wastes are differentiated.
- Wastes are put in a vermin compost tank to form the manure for the plants.
- Hazardous materials and wastes generated on campus range from soiled and oily rags to toxic laboratory wastes are handled by a trained faculty and staff.

#### 1. Liquid waste management:

- The Eco-club of the college takes initiative in reuse of the waste water and to save water. Institution has also taken initiative to direct the waste water of the lavatory and canteen to the open area where the water is utilized for plants.

### 3. E-waste management:

- To save the environment we do, not throw E-waste such as old computers and its peripherals rather we donate the same to the nearby school or we exchange the old one to new system.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

#### . RAINWATER HARVESTING SYSTEMS AND ITS FEATURES

Rainwater harvesting is a simple technique of collecting and holding rainwater where it falls. At the college we store it in a tank and recharge groundwater depending upon the situation.

The college has taken a number of good initiatives for rain water harvesting. It has a water reservoir (pond) within the college campus. The total area covered by the water reservoir is around 35 decimals. There are only a few concrete zones, in fact no zone as such besides the college building and thus it means that college campus is naturally permitting the rainwater to absorb and thus maintain the underground water level.

The college has a well set water harvesting system. Apart from the pond to collect the rain water, it has two rainwater harvesting tanks. The water collected in these tanks is used for watering the flower gardens,

herbal garden and botanical garden.

The college has conducted a number of awareness programs in which importance of rain water harvesting was well explained to the villagers. Through this program the villagers were instructed about the correct use, storage and disposal of water.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### Response:

##### 1. Bicycles:

Most of the students use bicycles for commuting to the college. Some of the staff members also use bicycles. College provides two separate sheds for parking the bicycles and motor cycles. An awareness Rally on usage of bicycles and pollution free environment was done by the Eco-club.

##### 1. Public Transport:

Most of the students, teachers and non-teaching staffs avail public transport for commuting to and from the college. Personal scooty and bikes are provided with parking space in the college separately for staff and students.

##### c) Pedestrian Friendly Roads:

Road safety programs are arranged in order to give knowledge to students as well as to the public. The traffic rules of road safety are well explained to the public with the help of the students to wear helmet during travelling on bikes and not to take any type of drugs. The students are guided to use pedestrian friendly road when they cross the road.

##### Plastic free campus:

The college is gearing up to declare itself a Plastic Free Zone. It has collaborated with a renowned environmentalist NGO, Taru-Mitra, Dhiga Ghat, Patna to generate awareness among the students, teachers

and non-teaching staff about the hazards of plastic and organized a seminar on the subject.

### **Paperless office:**

The management encourages everyone to transition to an electronic document management system. The employees are given training regarding the apps available in the mobile as well as in the system that they are using for office works.

### **Green landscaping with trees and plants:**

1. The college has a lush green ground surrounded by greeneries all around.
2. The garden has tall flowering and fruit bearing plants interlaced by bushy flowering plants.
3. *The Botanic Garden of the College contains different types of species which is to foster education about the science, beauty, and importance of the plant kingdom. It is also used for conserving plant collections, gardens, displays, and exhibitions, and to preserve and maintain the rare plants. A herbal garden also lies near the botanical garden consists of different medicinal species.*
4. A green house is made. The students of Eco-club and NSS take active part and do vegetative propagation to increase the number of plants as well to give to the villagers as one of best practice of the Eco-club.

### **Swacch Bharat Abhiyan:**

Cleaning of the campus is done on regular basis and the students reach out to village people.

### **Water harvesting and water sanitation awareness in villages:**

Awareness programs were conducted in different villages in rain water harvesting and water sanitation. Through the use of rain water harvesting the demand on the existing water resources can be reduced. Through the program on hygiene education the villagers were instructed about the correct use, storage and disposal of water and how to improve the general hygiene. The village programs were successful and were appreciated by the villagers.

Public Medicinal plant awareness program was organized in order to give knowledge of the usage of 150 rare medicinal plants which are found in this region.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.03

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-



wise during the last five years(INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| .086    | .03480  | 0       | .01325  | .009    |

| File Description  | Document                      |
|---|-------------------------------|
| Green audit report  | <a href="#">View Document</a> |
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response: 3**

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02      | 0       | 01      | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response: 11**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 08      | 0       | 01      | 01      | 01      |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Report of the event        | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response: Yes**

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Any additional information                       | <a href="#">View Document</a> |
| Provide URL of website that displays core values | <a href="#">View Document</a> |

### 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 7.1.15 The institution offers a course on Human Values and professional ethics

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

### 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 45

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 17      | 7       | 7       | 7       | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The College celebrates with great fervour the national festivals, birth anniversaries and memorials of great Indian personalities. On these auspicious occasions the college remain open and all staff members including students remain present to observe the day. Various competitions are conducted on these national days like poster making, singing competition, essay writing, debate competition, drawing competition, speech competition on the current topics of the nation and on the life history of the eminent personalities. The achievers are honoured with certificates.

The college also organizes different types of competitions like *Rangoli*, Art, Craft and Natural Resource Exhibitions by inviting nearby institutions. Students from different institutions get an open platform to keep their valuable thoughts prominently which later on motivated them to follow the path of the great Indian personalities.

Mahatma Gandhi (Gandhi Jayanti)- October 2, 1869 – January 30, 1948.

Sardar Vallabh Bhai Patel Jayanti- October 13, 1875 - December 15, 1950.

Jawaharlal Nehru ( Birth Day)- November 14, 1889 - May 27, 1964.

Vinobha Bhave Jayanti- September 11, 1895 - November 15, 1982.

Swami Vivekananda Jayanti - January 12, 1863 – July 4, 1902.

Babasaheb Ambedkar Jayanti - April 14 1891 – December 6, 1956.

Subhash Chandra Bose (Birth Anniversary) - January 23, 1897.

Abul Kalam Azad (Birth Anniversary) - November 11, 1888 – February 22, 1958.

Birsa Munda Jayanti (Birth Anniversary)- November 15, 1875 - June 9, 1900.

Republic day – 15th January.

Independence Day - 15th August.

College Day - 3rd December.

Christmas Day – 25th December.

Human Rights Day – 10th December.

National Voters' Day -25th January.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

On financial issues, the institution maintains 100% transparency both in purchase and expenditure. Every year the accounts department prepares its budget for the said financial year. Quotations are invited for purchasing of furniture and fixtures. Quotations are accepted from the firms supplying of qualitative items and with competitive price. If at any case the supplier supplied any low grade materials are declared as black listed forever. The college does not compromise on the quality at the time of purchasing any materials.

When it comes to the academic affairs, all HoDs and the Head of the college seriously work on it. Lesson plans are well maintained. All HoDs including faculty members follow the prescribed curriculum of the University. Feedbacks are taken from different stake holders on enrichment of the curriculum and how to strengthen the prescribed curriculum keeping in mind for better outcomes of the present as well as pass out under graduate students. Feedbacks collected periodically are analyzed from time to time and IQAC prepares the action taken report to make the curriculum productive as prescribed by the university.

On administrative issues, the Principal is the final authority to take the decision at the right time and in the right place. As the college runs under the private management, Principal discusses every financial and administrative matter with the Governing Body and takes his final decision. Open access policy is strictly maintained for giving transparent governance by the management. Discrepancy in any unwanted matters is not entertained. In examination matters transparency is maintained till the declaration of the results. The results intimated to all stake holders by up-loading the same in institutional website. Class tests, monthly tests and university model tests are conducted to ensure the development of the academic affairs of all slow and advanced learners. Grievances related to the examination issues are immediately solved without any discrepancy.

In case of the auxiliary functions of the institution the management, Principal; teaching staff and non-teaching staff members are careful about their role and accountability. Principal reviews the outcome of every teaching and non-teaching staff member periodically and appraise accordingly. Different types of benefits are provided to facilitate the staff members such as Provident Fund, Medical assistances, staff quarter, personal loan, and other benefits are provided for better and smooth governance.

Different cells are performing their activities under the guidelines of IQAC. Programmes are conducted by going beyond the boundaries. Different types of social activities are organized to strengthen the social sense of the students and to make them aware of the role towards the society as a whole. Different platforms are being provided to the outgoing students such as group discussion, personality development, paper presentation, science exhibition, youth festival etc to build their confidence level for a better opportunity.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### 1. Title of the Practice - Extension units For People

#### 1.GOAL:

- To promote health and hygiene and to provide service to others & to create a sense of world-

friendliness among the students and the people around.

- To facilitate holistic development of students, facilitating closer bonds between faculty, students and the neighborhood communities.
- To be compassionate to the poor and needy.
- To transform students into proactive citizens.
- To promote peace and harmony.

The context:

These extension units of the college were established for the purpose of inculcating in the students, the ideal of peace and the practice of service, especially in relation to the case of their own health and that of other, the understanding and acceptance of civil and human responsibilities, and the cultivation and maintenance of a spirit of friendliness towards others.

1. The Practice:

- Voluntary Blood Donation.
- Surveys on community development programs.
- Generous service, filled with a sense of self-sacrifice for the eradication of suffering of the needy and the distressed.
- Promote and encourage health, hygiene, sanitation and educate the members of communities in prevention of diseases.
- Qualified service to the needy is done by the members of the committee.
- Awareness programs in the adopted villages based on themes: abort abortion, alcoholism and its evil effects on individuals, families and communities, the importance of water sanitation and water harvesting, unhealthy eating and drinking practices, creating awareness regarding diseases and prevention, importance of girl child and women empowerment through education etc.
- Public Rally on Cancer, say no to tobacco, pollution free environment.
- Five adopted villages.
- Promote leadership qualities, spirit of self reliance, personality development and dignity of labour among the youth.
- Fund collection for flood affected people.
- Donation of goods for poor primary students in the adopted village.

5. Evidences of success.

- Brings the students face to face with social and environmental concerns.
- Stir up youth power for national development
- create a link with the recipient communities

## 6. Problems encountered and resources required

- Time-consuming.
- Financial involvement.
- Lack of transport availability.

7. Notes: It is a necessary practice which instills in students a sense of responsibility to the community.

## Best Practice II

Title: **Love for Nature.**

### GOAL:

- To train students to become protectors of nature.
- To translate classroom knowledge for application in life.
- To participate in the nation building process.

### The Context:

Understanding the consequences of human actions on earth and its resources, decisions and actions are taken to encourage sustainable living and to avoid unsustainable practices.

### Practice:

- Conscientization talks & awareness seminars.
- Environment related activities, cleaning campaigns.
- Planting and greenery drives.
- Active participation in *Swatch Bharat Abhiyan*, Save Energy Campaigns and cycle rally on pollution free environment.
- Plantation of trees and prevention of using plastic to save the environment.
- Green audit by external experts.
- Green house for culturing the plants.
- Campus divided into Zones and entrusted to various departments for cleaning and greening.
- Green Campus with fruit trees, ornamental plants, medicinal garden, botanical garden, & space for cultivation.
- Celebration of environment related days.
- Donation of saplings to the villagers.
- Composting.



- Plantation in the villages.
- Sorting bio-degradable and non- biodegradable wastes for disposal.
- Solar energy up gradation by installing more solar panels.

Evidences of success:

- Installation of solar panels & lightning conductors.
- Training in vegetative propagation.
- Formation of botanical, herbal gardens.
- Green house
- composting practices
- Environmental awareness programs and well-maintained gardens.

Problems encountered and resources required:

- Availability of time.
- Income to be generated.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

St. Xavier's college was established to provide higher educational facilities to the youth of this neglected area especially to the tribal youth who are not afford to go to faraway places for their higher education.

The college has achieved some of its goals. It provides opportunities for the integral development of the students.

The college has so far fulfilled some of its vision and mission. Right from the very start of the college and till the present academic year the percentage of the aboriginal students are more than 50%. The first distinctive area covers the education of tribal students especially girls. Prior to the establishment of the college, a study was conducted to find out the feasibility of opening a college in this remote area. One of the major findings of the study was that it will provide higher educational facilities to the tribal youth

especially girls of this area otherwise their education would have come to an end after the completion of their +2 studies. The college has fulfilled this vision-mission. The year wise admission of the college clearly indicates that girls outnumber boys.

The college has four toppers of the university in this year, among them three of them are girls, Miss Aquina Toppo of English department, Miss Rani Kumari of Economics department and Miss Archana of Kurukh department. Miss Zeba Sahin was the topper in Mathematics in 2017 and Miss Nupul was the topper of Kurukh in 2015. The performances of the students especially the girl students are clear indications of the distinctive performances of the college.

The vision, priority and thrust of the college are to educate the tribal and poor students who cannot go to town for higher education specially girls. Our queries indicate that even now some girls are denied of higher education due to poor communication facilities and naxalite activities. As for day scholars to cover a long distance and to come to the college was out of question for some. Moreover, for great distances outside the Mahuadanr area, college education was not available. Thus the college has built a hostel for girl students. The Girls' hostel was inaugurated by the honourable Vice-Chancellor of Nilamber-Pitamber University on 03-07-2017. It has 20 students and three teaching staff and two wardens as in mates.

Thus the college is fulfilling its vision by providing higher education to the neediest students of this remote area otherwise they would have been denied of higher education.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

Apart from regular under-graduate courses the college offers certificate courses to facilitate the all round development of students. In order to elevate the rigors of a demanding college curriculum, the students are encouraged to participate in various co-curricular and extra-curricular activities. The vital focus of the institution is the formation of Internal Complaints Committee (ICC) as per UGC guidelines to deal with cases, if any, of sexual harassment of students and staff members and to ensure their safety and security within the college campus. The Governing Body of the college works in close collaboration with the Principal, Staff and different committees to regulate and maintain an amicable and scholastic environment. The Teachers' Council (Staff council), Academic Council and the IQAC are vibrant bodies which work closely with the Principal and deal with issues pertaining to the functioning of the institution. St. Xavier's College has an active NSS, YRC, Eco-Club and AICUF as part of its social extension programs. The institution takes pride in providing higher education to the neediest students especially the tribal and backward students of this region. It also takes pride in environment-based activities to create holistic consciousness among the students and staff.

### Concluding Remarks :

#### Concluding Remarks:

St. Xavier's College was founded in 2011. The college has come a long way in imparting comprehensive higher education to young, aspiring young generation from the tribal and diverse socio-economic backgrounds. It provides quality higher education to its students. It maintains strict discipline in the college. The final results of the first five batches were excellent. The college has produced many university toppers and there are four university toppers in 2018 alone.

The extension units, outreach programs, social activities and the excellent feedback systems of the college are taking the college to march forward and fulfill the vision-mission. The college has been and is certified by ISO 9001:2015.

The college continues its efforts to further improve its infrastructural and academic parameters in pursuit of realizing the vision and mission of the college. All members of the Governing Body, the Principal and Teaching and Non-teaching Staff of the college work hard to achieve this fundamental aim of the institution. The dedicated teaching staff primarily focuses on its diverse student community and the curriculum is regularly revised and updated through innovative teaching and learning methods as well as a transparent feedback system involving students, their parents as well as the teachers themselves.

The college follows the curriculum framed by Nilamber-Pitamber University. In order to constantly refresh and upgrade their knowledge, a number of faculty development programs are arranged in the institution. A national and an international seminar have been organized by the IQAC of the college. The administration diligently works towards developing the infrastructural and learning resources thereby enhancing the institution's tireless efforts to achieve excellence in higher education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1.2     | <p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> </tr> </tbody> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6   | 0   | 0   | 2   | 2   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6   | 0   | 0   | 2   | 2   |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 6         | 0  | 0       | 2       | 2       |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 6         | 0  | 0       | 2       | 2       |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.1     | <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years<br/>           Answer before DVV Verification : 42<br/>           Answer after DVV Verification: 55</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.3     | <p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>354</td> <td>284</td> <td>259</td> <td>273</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>354</td> <td>284</td> <td>259</td> <td>273</td> <td>150</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 354 | 284 | 259 | 273 | 150 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 354 | 284 | 259 | 273 | 150 |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 354       | 284  | 259     | 273     | 150     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 354       | 284  | 259     | 273     | 150     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.3.2     | <p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years<br/>           Answer before DVV Verification : 3<br/>           Answer after DVV Verification: 01</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

| 2.1.2   | <p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>408</td> <td>347</td> <td>336</td> <td>318</td> <td>308</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>192</td> <td>130</td> <td>132</td> <td>123</td> <td>131</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="306 815 1046 949"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3900</td> <td>3900</td> <td>3000</td> <td>3000</td> <td>3000</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1028 1046 1162"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>1300</td> <td>1000</td> <td>1000</td> <td>1000</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 408 | 347 | 336 | 318 | 308 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 192 | 130 | 132 | 123 | 131 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3900 | 3900 | 3000 | 3000 | 3000 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1300 | 1300 | 1000 | 1000 | 1000 |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 408     | 347   | 336     | 318     | 308     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 192     | 130   | 132     | 123     | 131     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3900    | 3900  | 3000    | 3000    | 3000    |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1300    | 1300  | 1000    | 1000    | 1000    |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1.3   | <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1442 1046 1576"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>404</td> <td>345</td> <td>334</td> <td>313</td> <td>301</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1655 1046 1789"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>191</td> <td>128</td> <td>131</td> <td>122</td> <td>130</td> </tr> </tbody> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 404 | 345 | 334 | 313 | 301 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 191 | 128 | 131 | 122 | 130 |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 404     | 345   | 334     | 313     | 301     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 191     | 128   | 131     | 122     | 130     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.3.3   | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors<br/>Answer before DVV Verification : 36<br/>Answer after DVV Verification: 32</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

| 2.4.2   | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="308 309 1046 443"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>3</td> <td>02</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : As per the documents (copy of the PhD degree) attached are concerned the following are considered. Dr. Anil Kumar Tete, DR.Lawrence, Dr.Victorine, Dr Ansari, Dr Vibha, Dr Marandi. Dr Bara has his provisional of June 18 whereby he is not effective PhD faculty for 2017-18.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 7 | 3 | 2 | 3 | 3 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 06 | 3 | 02 | 3 | 3 |
|---------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|----|---|----|---|---|
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 7       | 3   | 2       | 3       | 3       |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 06      | 3   | 02      | 3       | 3       |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2.4.3   | <p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers<br/>Answer before DVV Verification : 126 years<br/>Answer after DVV Verification: 124 years</p>  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2.4.4   | <p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1335 1046 1469"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1547 1046 1682"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>0</td> <td>00</td> <td>0</td> <td>0</td> </tr> </tbody> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 0 | 1 | 0 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 00 | 0 | 00 | 0 | 0 |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 1       | 0   | 1       | 0       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 00      | 0   | 00      | 0       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2.4.5   | <p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1917 1046 2051"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>  | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 1 | 1 | 1 | 0 |         |         |         |         |         |    |   |    |   |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2       | 1   | 1       | 1       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |    |   |    |   |   |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 1       | 0       |

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 22.80   | 21.25   |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 00      | 00      |

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

3.3.4.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7       | 2       | 2       | 3       | 2       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 05      | 00      | 00      | 00      | 00      |

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18      | 33      | 2       | 2       | 2       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18      | 11      | 2       | 2       | 2       |

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 2       | 2       | 2       | 2       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 404     | 322     | 314     | 295     | 131     |

Remark : As per the HEI data attached with the Metric in response.number of students participating in extension Activities through AICUF and NGO's have been considered.

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 16      | 1       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 0       | 0       | 0       | 0       |

4.2.6 Percentage per day usage of library by teachers and students



4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 52

Answer after DVV Verification: 22

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : 5-20 MBPS

Answer After DVV Verification: <5 MBPS

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12      | 1       | 6       | 5       | 1       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11      | 1       | 6       | 5       | 1       |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 7       | 5       | 8       | 4       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 02      | 03      | 03      | 02      |

Remark : The HEI has represented same faculty more than once in a year. Habib Mirdha multiple times in 15-16, 16-17 and three times in 17-18. Pandey twice in 17-18 Amresh in 14-15. Two days programs cannot be considered. Year 2013-14 Both cases even though one is 02 days. Year 2014-15 Amresh Pandey has 02 entries. Only one of 05 days accepted, The other entry relates to Tribal issue and accepted for 02 faculty. (03) Year 2015-16 The HEI has presented 07 cases. Two are by the same faculty Mr Habib. One of Mr Habib, and one by Mr Sanjay Bara History of Jharkhand : Blue print for reconstruction had been considered. One of Mr Amresh Panday was not considered earlier as it was

repeat of 2014-15 and both were participation. However considered Year 2016-17 Mr Habib has 02 events both 02 days each. One (attending IIT Kanpur) even though 02 days. Mr Joseph MK has attended 03 days prog (02) Year 2017-18 Attending trekking does not come under category of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs but is sports/adventure/human values. Geological map tracking by Mr Habib considered (05 days).

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 29      | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 0       | 0       | 0       | 0       |

Remark : As per the HEI data and the minutes of IQAC as attached. The HEI has included library development and purchase of books etc which are normal routine functions.

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities

|         | <p>5. Rest Rooms<br/>6. Scribes for examination<br/>7. Special skill development for differently abled students<br/>8. Any other similar facility (Specify)</p> <p>Answer before DVV Verification : C. At least 4 of the above<br/>Answer After DVV Verification: C. At least 4 of the above</p>   |         |         |         |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
|---------|--|---------|---------|---------|---------|---------|----|---|---|---|---|---------|---------|---------|---------|---------|----|---|----|----|----|
| 7.1.10  | <p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>0</td> <td>2</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>0</td> <td>01</td> <td>00</td> <td>00</td> </tr> </tbody> </table>                        | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 11 | 0 | 2 | 1 | 2 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 02 | 0 | 01 | 00 | 00 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 11      | 0  | 2       | 1       | 2       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 02      | 0  | 01      | 00      | 00      |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 7.1.11  | <p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>0</td> <td>2</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>0</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 11 | 0 | 2 | 1 | 2 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 08 | 0 | 01 | 01 | 01 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 11      | 0  | 2       | 1       | 2       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 08      | 0  | 01      | 01      | 01      |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 7.1.12  | <p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes<br/>Answer After DVV Verification: Yes</p>   |         |         |         |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |
| 7.1.15  | <p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes<br/>Answer After DVV Verification: Yes</p>  |         |         |         |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |    |    |

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
|---------|--|---------|---------|---------|---------|---------|-------|-------|------|--------|--------|---------|---------|---------|---------|---------|-------|--------|--------|--------|--------|
| 1.1     | <p>Number of courses offered by the institution across all programs during the last five years<br/>           Answer before DVV Verification : 204<br/>           Answer after DVV Verification : 147</p>  |         |         |         |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 2.2     | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1950</td> <td>1950</td> <td>1500</td> <td>1500</td> <td>1500</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>650</td> <td>650</td> <td>500</td> <td>500</td> <td>500</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1950  | 1950  | 1500 | 1500   | 1500   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 650   | 650    | 500    | 500    | 500    |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 1950    | 1950   | 1500    | 1500    | 1500    |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 650     | 650  | 500     | 500     | 500     |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 2.3     | <p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>96</td> <td>100</td> <td>74</td> <td>84</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>104</td> <td>96</td> <td>100</td> <td>74</td> <td>84</td> </tr> </tbody> </table>  | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 103   | 96    | 100  | 74     | 84     | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 104   | 96     | 100    | 74     | 84     |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 103     | 96   | 100     | 74      | 84      |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 104     | 96   | 100     | 74      | 84      |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 3.1     | <p>Total number of classrooms and seminar halls<br/>           Answer before DVV Verification : 37<br/>           Answer after DVV Verification : 33</p>   |         |         |         |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 3.3     | <p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>67.27</td> <td>19.94</td> <td>15.5</td> <td>164.41</td> <td>144.37</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>71.19</td> <td>164.18</td> <td>413.63</td> <td>199.57</td> <td>144.37</td> </tr> </tbody> </table>     | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 67.27 | 19.94 | 15.5 | 164.41 | 144.37 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 71.19 | 164.18 | 413.63 | 199.57 | 144.37 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 67.27   | 19.94  | 15.5    | 164.41  | 144.37  |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |
| 71.19   | 164.18   | 413.63  | 199.57  | 144.37  |         |         |       |       |      |        |        |         |         |         |         |         |       |        |        |        |        |