



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ST. XAVIER'S COLLEGE
C-42763**

**Mahuadanr
Jharkhand
822119**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	ST. XAVIER'S COLLEGE Mahuadanr Jharkhand 822119	
2.Year of Establishment	2011	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	13	
Programmes/Course offered:	13	
Permanent Faculty Members:	37	
Permanent Support Staff:	20	
Students:	781	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Providing education in tribal-populated rural area of Mahuadanr sub-division, Latehar District, Jharkhand 2. Committed and visionary management and dedicated staff 3. Excellent academic performance of the students in University Examination	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-09-2024 To : 12-09-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAMESH R NAIK	Professor,KARNATAK UNIVERSITY
Member Co-ordinator:	DR. BRAJESH KUMAR TRIPATHI	Director,INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES Devi Ahilya Vishwavidyalaya Indore
Member:	DR. NP SINGH	FormerPrincipal,MEERUT INSTITUTION
NAAC Co - ordinator:	Dr. Vinita Sahu	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

St. Xavier's College, Mahuadanr (SXCM), affiliated with Nilamber-Pitamber University, integrates the university's syllabus with its own unique vision. It emphasizes national development, strong values, and technology use in its curriculum. The college's academic calendar is carefully planned, including classes, exams, and various activities, and is regularly reviewed for flexibility. Faculty create detailed lesson and action plans, while the Examination Committee manages internal exam schedules. The curriculum delivery includes an induction program, entry-level tests, and diverse teaching methods such as seminars and internships, supported by ICT infrastructure. Continuous Internal Assessments are conducted, with results and notices available to students. The college monitors curriculum delivery through regular classroom observations, feedback analysis, and academic audits.

SXCM emphasizes equality and moral principles through its curriculum and operational methods. The college integrates professional ethics, gender equity, human values, and environmental sustainability into its undergraduate courses, aiming to develop students' critical thinking and responsible behavior. Key aspects include:

- Professional Ethics: 14 courses cover professional ethics, supported by value education and the Intellectual Property Rights (IPR) Cell, which promotes ethical conduct.
- Gender Equity: 10 courses focus on gender sensitization, with a dedicated Gender Equity Cell and policies to ensure fairness and awareness.
- Human Values: 15 courses address human values, supported by community upliftment efforts, including pandemic relief and various social initiatives.
- Environment and Sustainability: 24 courses deal with environmental issues, with the college implementing green policies, conducting audits, and promoting sustainability through various campus initiatives.

Overall, SXCM integrates these critical areas into its educational framework to foster a well-rounded and ethical student body.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

St. Xavier's College, Mahuadanr, employs a blend of student-centric methods and ICT tools to enhance education. This approach includes:

1. **Experiential Learning:** Students engage in internships, lab work, industrial visits, field trips, and use of a language lab to gain practical knowledge. Activities like study tours, seminars, webinars, and alumni talks further enrich their learning experience. Various multimedia resources and educational programs are utilized for immersive learning.
2. **Participative Learning:** Students participate in assignments, workshops, group tasks, and peer teaching. Classroom activities include quizzes, discussions, and debates to foster critical thinking and teamwork. Digital tools and online platforms support collaborative learning and creative expression.
3. **Problem-Solving:** Student projects, group work, and quiz competitions help develop problem-solving skills. Social media, educational apps, and online resources are used for research and learning. The college website provides access to teaching materials and resources.

Overall, the integration of these methods creates an interactive and dynamic learning environment, enhancing critical thinking, practical skills, and teamwork among students.

SXCM rigorously implements both internal and external assessment processes to ensure effective evaluation and timely resolution of grievances.

Internal Assessment:

- **Methods:** Includes assignments, projects, practicals, vivas, class tests, mid-semester exams, and university model exams.

- **Process:** The Examination Committee creates an internal exam calendar, and schedules are published a week in advance. Question papers are submitted ahead of time, with invigilators ensuring a secure exam environment. Results are published promptly to provide feedback.

External Assessment:

- **Methods:** Follows Nilamber-Pitamber University's guidelines. The university sends question papers confidentially, and external examiners oversee evaluations at centralized camps. Results are published on the university's website.

Transparency and Grievance Redressal:

- **Internal Transparency:** Students receive orientation on assessment mechanisms, and internal exam calendars and model papers are provided. Answer scripts are discussed post-evaluation, and grievances are addressed promptly.
- **External Transparency:** Centralized exams are supervised by assigned invigilators, with confidential handling of question papers and centralized script valuation. Internal marks and results are available on the university portal. Students can request revaluation or scrutiny.

Grievance Redressal System:

- **Mechanisms:** Includes feedback collection, complaint boxes, and direct submissions on the college website. Grievances are addressed through a three-tiered system:
 - Tier 1: Department level, managed by the HoD and class in charge.
 - Tier 2: College level, handled by the Principal, Controller of Examination, and HoD.
 - Tier 3: University level, for external examination score verification and rectification.

St. Xavier's College, Mahuadanr, has a clear system to implement and explain Outcome-Based Education (OBE). OBE focuses on what students should achieve by the end of a course or program. The college organizes learning goals into three levels: Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). Departments create these outcomes based on the university's syllabus, with guidance from the IQAC Coordinator. Since 2022, the college follows the outcomes defined by the university and aligns with the National Education Policy.

To ensure everyone understands these outcomes, the college displays them in various ways:

- **Website:** Information on POs, PSOs, and COs is available on the college website.
- **Noticeboards:** Outcomes are posted on central and departmental noticeboards.
- **WhatsApp Groups:** Departments share outcomes in their WhatsApp groups.
- **Display Boards:** These are placed around the campus to keep the outcomes visible.

The college also communicates these outcomes to students through orientation sessions, bridge courses, and regular discussions by faculty at the start of each semester. Extracurricular activities are aligned with these outcomes to support overall student development. This approach helps both teachers and students stay focused on the goals and results expected from the educational process.

St. Xavier's College evaluates Program Outcomes (POs) and Course Outcomes (COs) to ensure quality, accountability, and continuous improvement in education. This student-centered approach aids in decision-

making, enhances teaching, and aligns programs with expectations.

Outcome-Based Education (OBE) Implementation:

- OBE training for teachers and induction for students.
- Departments create Course Data Sheets mapping COs to POs and Program-Specific Outcomes (PSOs) at three correlation levels (Low, Moderate, High).

Outcome Assessment:

- Direct assessment uses university exams (60% weight) and internal exams (40%), including seminars and projects.
- Indirect assessment includes student and alumni exit surveys.
- A target of 80% attainment is set for COs.

Corrective Measures:

- Remedial coaching, mentoring, PTA meetings, house visits, motivational talks, and alumni interactions support students' improvement.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The Xaverian Centre for Research and Innovation (XCRI) at St. Xavier's College coordinates research activities and organizes national and international conferences. Students engage in mini-research projects and annual science exhibitions to promote creativity. Faculty members contribute through research presentations, guest lectures, and publications. The college also promotes the Indian Knowledge System (IKS) with initiatives like a medicinal herb garden, Ayurvedic partnerships, and Yoga programs.

The Intellectual Property Right (IPR) Cell organizes seminars to protect intellectual work, while the Incubation Centre offers skills development in areas like computer knowledge, mobile and solar assembly, and innovation. The college collaborates with the government and organizations for knowledge transfer and social

responsibility programs, including a free coaching program for underprivileged students.

In 2022-2023, the college launched a research journal, "Xaverian Quintessence," to support faculty and student research. The Xaverian Entrepreneurship Development Cell (XED) and Commerce Club offer workshops, industry talks, and innovation competitions to enhance entrepreneurial skills and connect students with industry.

St. Xavier's College, Mahuadanr (SXCM), focuses on human resource development and capacity building through various extension activities, instilling positive values in students. These initiatives raise awareness about social issues and encourage students to actively participate in finding solutions.

Key activities over the past five years:

- No Poverty: Distributed blankets and clothes to 120 families, fostering social responsibility.
- Zero Hunger: Provided food packets to 15 villages during the COVID-19 lockdown.
- Good Health and Well-being: Conducted awareness programs on communicable diseases, organized free medical camps, blood donations, and COVID-19 vaccination drives, enhancing community health.
- Quality Education: Adopted village schools, distributed educational tools, and improved learning resources.
- Gender Equity and Empowerment: Organized awareness campaigns on women's rights and combating sexual harassment.
- Clean Water and Sanitation: Led cleanliness drives, promoted plastic-free villages, and conducted river cleaning campaigns.
- Affordable and Clean Energy: Ran energy conservation campaigns to promote sustainable practices.
- Climate Action: Undertook massive tree plantation drives to promote a green environment.
- Life on Land: Raised awareness about waste management and Earth Day through programs.
- Partnership for Goals: Conducted surveys and awareness programs in adopted villages, promoting social responsibility.

St. Xavier's College, Mahuadanr (SXCM) engages students in social causes through various programs like NSS, Eco-Club, AICUF, YRC, and other departments. These programs support skill development, social outreach, environmental initiatives, gender awareness, health camps, and academic outreach.

Awards Recognizing SXCM's Efforts:

- 2018-19: Best College Award for Blood Donation, Community Service Certificates, Financial Literacy Awareness Program, Village Outreach Programs.
- 2019-20: Certificates for community service, Swatch Bharat Initiatives, Free food during COVID-19, Blood Donation Camps.
- 2020-21: Certificates for Swatch Bharat Initiatives, COVID-19 Help, Vaccination Drive, Community Service, Village Outreach Programs.
- 2021-22: District Green Champion Award, Certificates for various extension activities, including gender sensitization, educating economically weak students, and health camps.
- 2022-23: Certificates for free health camps, blood donation, clean India campaign, gender sensitization, and other community services.

These awards reflect SXCM's commitment to social development and active participation in various social and environmental initiatives.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The college is spread over 24.46 acres and is a self-contained campus with a well-structured mechanism to provide state-of-the-art facilities to students to meet their academic, cultural and sports needs. The campus has space for all academic, administrative, co-curricular and extracurricular activities offered through the community programs.

Reading areas for students, with a seating capacity of 80, and for faculty, accommodating 15 individuals. The library operates from 8:00 am to 4:00 pm on all working days and employs the Dewey Decimal classification system for organizing its collection. The library utilizes KKBillpro Software (version 2.0) for management, which was automated and installed on March 20, 2021, and runs offline via LAN. Students have access to 4 PCs for online resource browsing, and free internet service is provided throughout the facility.

The library subscribes to INFLIBNET N-LIST, offering access to over 6000 e-journals and 199500 e-books, and includes an e-resource center with dictionaries, reference books, and more. It ensures continuous power supply with a generator backup for emergencies. Best practices include student orientations on e-resources, annual awards for best library users, and celebrations such as Library Week. The library also displays new arrivals and has access to NDLI (National Digital Library of India) and N-LIST for additional scholarly content. Governance is managed by the Library Advisory Committee, which consists of the Principal, Librarian, and Department Heads, overseeing policy and operations.

The college maintains a robust and regularly updated IT infrastructure to support teaching, learning, assessment, and administrative functions. It operates under a comprehensive IT policy that emphasizes accessibility, inclusion, security, and legal use of IT resources. The campus features 100 computers distributed across the Computer Lab, Language Lab, and Library, supported by 6 Wi-Fi routers. Internet access is

provided at 10 Mbps through a Jio Internet leased line and 100 Mbps via Jio Airfiber, with all workstations safeguarded by approved antivirus software. Additionally, there are 10 classrooms equipped with projectors and one with a Smart Board. Separate computers are designated for the administrative office and IQAC, and the library has 4 computers for student use, along with its own Wi-Fi network.

Every department is furnished with one desktop and six laptops for faculty use, and library management software was updated on March 20, 2021. The college is an active INFLIBNET member, granting access to a vast collection of books. The college website and multimedia facilities were launched on November 29, 2017, and a biometric punching system for staff was introduced on July 26, 2018. In response to COVID-19, the college swiftly adapted its IT policy and upgraded its equipment to facilitate online teaching and learning. It also operates its own YouTube channel for broadcasting both academic and non-academic content. The college's website and social media platforms, including Twitter, Facebook, Instagram, and YouTube, are utilized to maintain engagement with stakeholders. Additionally, CCTV surveillance is installed throughout the campus to ensure security.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

St. Xavier's College boasts a registered Alumni Association, 'MOXA' (Mahuadanr Old Xaverian Association), with Society ID 18044, chaired by the college principal. MOXA's mission is to sustain and enhance connections among alumni and current students, aligning with the college's mission and vision. The association facilitates daily communication through a dedicated WhatsApp group, allowing members to actively engage in various academic, curricular, and extracurricular activities. MOXA serves as a central hub for alumni, fostering synergy and contributing to the college's long-term development.

Alumni Contributions:

- **Financial Support:** Alumni contribute by awarding cash prizes to university and class toppers, organizing sports events with prizes, and funding various college events such as College Day, science exhibitions, and cultural events. They have also donated water filters for the benefit of students and staff.
- **Non-Financial Support:** Alumni actively participate in the Internal Quality Assurance Cell, share expertise as resource persons on career options and organizational dynamics, and provide feedback to enhance curriculum delivery. They are also invited as Special Guests to motivate current students with their transformative experiences.
- **Non-Academic Support:** The association collaborates on organizing events like Sports Day, Youth Festivals, Free Medical Camps, and National Science Day. Distinguished alumni serve as judges and lead various student competitions, promoting holistic development and nurturing talent among students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

St. Xavier's College, Mahuadanr is focused on improving the education and development of Mahuadanr and its surrounding tribal areas. The college follows a decentralized system of governance, with key bodies like the Governing Body, Managing Committee, Administrative Council, and various committees working together to make decisions.

The college focuses on growth through activities like internships, research projects, collaborations with industries, student and faculty exchange programs, and infrastructure improvements. It also supports student-friendly teaching methods, entrepreneurship development, and the implementation of the National Education Policy (NEP).

St. Xavier's College has successfully implemented its strategic plan focusing on two main areas: Academics & Collaborations and Infrastructure & Facilities. Academically, the college has achieved UGC 2(f) status, participated in NIRF rankings, upgraded its library, received ISO certification, and established 10 smart classrooms. The science labs were upgraded, student enrollment increased, and separate offices for various student organizations were created. The college has signed 53 agreements with other institutions, promoted faculty exchange programs, and institutionalized a mentor-mentee system. Annual academic and administrative audits are conducted regularly. In terms of infrastructure, the college has developed playgrounds for various sports, expanded the canteen and parking area, and constructed rainwater harvesting tanks. The college maintains policies aligned with government regulations and conducts regular audits focusing on gender, environment, and energy. The administration is led by the College President, with the

Governing Body as the main decision-making entity. The Principal, Vice-Principal, Heads of Departments (HoDs), and other staff members ensure the smooth functioning of academic and administrative matters.

St. Xavier's College, Mahuadanr has a clear and fair Performance Appraisal System for both teaching and non-teaching staff. For faculty, appraisals include internal assessments to identify strengths and training needs, and external feedback from students and alumni to help faculty improve. Regular staff meetings and department plans keep faculty aligned with the institution's goals. Non-teaching staff are evaluated on professional skills and personal potential, with feedback from students and oversight by the principal and Governing Body.

The college offers a variety of welfare schemes, including statutory benefits like Provident Fund, Gratuity, and medical leave, as well as non-statutory benefits like fee concessions for staff members' children and financial support. Career development is supported through opportunities to present research, attend Ph.D. programs, and participate in training. The college also encourages participation in workshops and seminars to promote continuous learning and innovation in teaching.

The main source of income for St. Xavier's College is student tuition fees, along with contributions from the Hazaribag Jesuits Education Society (HJES) for infrastructure development. Additional funding comes from savings accounts, sponsorships for events, and alumni contributions. The college has committees in place to ensure efficient use of resources, including a Planning Committee for financial planning and a Purchase Committee for managing purchases.

Funds are used for various purposes such as infrastructure improvements, student welfare, staff salaries, and professional development. They also support research, lab equipment purchases, and community outreach programs. Travel grants are provided for faculty attending conferences. Regular maintenance of buildings and facilities is ensured, with emergency repair funds available.

The college follows a transparent financial management system, with both internal and external audits conducted regularly. Internal audits are done quarterly by the college's financial committee, while external audits are carried out annually by an appointed auditor. The audited reports are published on the college website as per UGC regulations.

The IQAC (Internal Quality Assurance Cell) at St. Xavier's College plays a key role in ensuring quality in teaching, learning, and organizational processes. It oversees various quality assurance initiatives, including maintaining databases for students, teachers, and staff, and enhancing the curriculum with additional courses. The IQAC directs departments in planning, tracks activities, and manages documentation for accreditation and rankings. It monitors student progression, scholarship details, and stakeholder feedback, and organizes training programs for the college community.

The IQAC also conducts audits, including academic, administrative, and environmental, to ensure continuous improvement. It prepares academic calendars, implements teaching plans, and evaluates performance based on feedback. It introduced Outcome-Based Education and assists departments in developing educational outcomes.

Since the last accreditation cycle, the IQAC has introduced 37 new add-on courses, participated in NIRF and AISHE rankings, and received various awards. Improvements include enhanced IT facilities with more computers, ICT-enabled classrooms, and better infrastructure like a new auditorium, solar panels, and an automated library system.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

St. Xavier's College conducts an annual Gender Audit to identify and address gender disparities within the institution. This audit involves collecting data on gender distribution, evaluating policies, engaging with stakeholders, and analyzing data to improve gender equity. The college integrates gender sensitivity into both curricular and co-curricular activities, ensuring that course content is inclusive and free from bias. Sensitization workshops and gender studies programs raise awareness and foster an inclusive educational environment. The college promotes women in science and technology and supports gender-inclusive activities and empowerment programs.

To support women on campus, the college ensures a safe environment with 24/7 security, CCTV surveillance, and a zero-tolerance policy for harassment. It provides secure hostel facilities, accessible health and wellness services, and flexible work schedules for female staff. Mentorship and gender-responsive facilities, such as restrooms and common rooms, infirmary are also available to support female students and staff.

St. Xavier's College, Mahuadanr, values and preserves its diverse cultural, linguistic, and socio-economic environment, promoting unity and inclusivity among students from various backgrounds. The college supports diversity through an inclusive admission policy and a diverse faculty. It has student-led affinity groups and regularly organizes cultural events and festivals to celebrate different cultures.

The college provides inclusive hostel facilities and has a system for reporting biased treatment through its Internal Complaint Cell. It promotes communal harmony through inter-religious activities and evaluates campus inclusivity through regular surveys. Respect for all languages is encouraged, with students allowed to use any language for events and entertainment.

To educate students and staff about their constitutional duties and rights, the college integrates this into the curriculum and conducts workshops and training sessions. Experts are invited for talks, and Constitution Day is celebrated with related activities. The college also encourages civic engagement and voter registration.

Best Practices:

1. First best practice is a community outreach program called "Xaverian Community Care," which aims to translate learning into service and contribute to national development. The program focuses on adopting 11 neighboring villages and their schools to address issues like health, hygiene, gender disparity, and social evils such as alcoholism and superstition.

Each department at the college schedules visits to these villages and schools. Students teach various skills and conduct awareness programs on topics like organic farming, soil protection, and climate change. The initiative has led to improved health practices, cleaner villages, and greater environmental awareness. Students' academic and life skills have also improved.

However, the program faced challenges such as initial resistance from villagers, scheduling conflicts, and transportation issues. To overcome these, the college needs trained community social workers, funding, materials, and transportation.

2. Second best practice is the "Xaverian Transition and Development" program to help students from low-income, rural backgrounds build self-confidence and communication skills. The program addresses the challenges these students face when transitioning from a rural environment to a more competitive academic setting.

In this practice, peer mentors from final-year students are selected based on their academic performance and leadership skills. These mentors receive special training and are assigned to guide new students. They help mentees adjust to college life by providing academic support, emotional guidance, and introducing them to campus activities and resources.

The success of the program is evident as students have shown improved communication skills, achieved academic success, and taken on leadership roles. However, there are challenges, including some mentees having unrealistic expectations and a lack of full commitment from some mentors. Additionally, financial resources are needed to support and incentivize mentors, along with ongoing training to sustain their engagement.

St. Xavier's College, Mahuadanr (SXCM), upholds Jesuit values of holistic development, intellectual rigor, and a commitment to peace and justice. Located in a rural area of Jharkhand, the college is dedicated to transforming lives through education, especially for underprivileged tribal students. SXCM focuses on developing students' critical thinking, self-confidence, and leadership skills while also addressing social issues. The college provides quality education to first-generation learners from low-income families, ensuring they have opportunities for academic and personal success.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

- Rich legacy of being the only institute of higher education in the vicinity of 100 km for underprivileged tribal youth
- Visionary leadership fosters a proactive, inclusive educational environment

- Dynamic, committed faculty from diverse cultural backgrounds ensure rich experience
- Service-minded administrative and support staff
- Empowering socially backward students in the adopted schools and villages
- Well-structured mentoring and student support system
- Adequate infrastructure and physical facilities

Weaknesses:

- The student strength is not up to the mark
- No PG Program is being offered
- Poor Network connectivity is experienced due to the rural background.
- There is a dearth of campus placements
- Research Environment needs fostering
- Consultancy and corporate training need to be enhance
- Poor Cadre Ratio
- Transport facilities is inadequate.

Opportunities:

- There is an opportunity of starting postgraduate courses.
- There is potential for the college to become an autonomous institution.
- Provisions for vocational training and skill enhancement through Bachelor of Vocational Studies and Diploma courses, along with industry-based curriculum modifications.
- The possibility of establishment of an Incubation Centre and Startups on the campus.
- To become research center
- Library to be fully automated.

Challenges:

- Attract good quality senior teachers
- Attracting good rank Students
- Filling all seats of the programs being offered
- To have industrial collaborations
- To develop a culture of research & development in absence of PG Programs

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Start PG Programs in all disciplines
- Motivate all teachers to complete PhD
- Appoint senior teachers on Associate Professor and Professor Level
- Establish Research Centre after approval of the affiliating University
- Collaborate with industries and corporates for creating job opportunities

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. RAMESH R NAIK	Chairperson	
2	DR. BRAJESH KUMAR TRIPATHI	Member Co-ordinator	
3	DR. NP SINGH	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date