



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE

ST. XAVIERS COLLEGE, P.O MAHUADANR

822119

www.sxcm.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College, Mahuadanr (SXCM), the only higher educational institution in the predominantly tribal-populated rural area of Mahuadanr sub-division, Latehar District, Jharkhand, was established in 2011 by Hazaribagh Jesuits Education Society to impart quality higher education to the underprivileged youth who would otherwise be deprived of it.

The college follows the rich Jesuit legacy of inclusiveness, admitting all students irrespective of their caste, creed, and gender. Spread across 24.46 acres of land, the college strides in achieving academic excellence and promoting a healthy and learned society.

The college received UGC recognition by obtaining a 2(f) certificate, a certificate of participation in the National Institutional Ranking Framework (NIRF), an International Organization for Standardization (ISO) 9001:2015 certificate, and completed its first cycle of NAAC accreditation securing a B grade. It is partnering with the Ministry of Education (Ministry of Human Resource Development) in conducting programs like Unnat Bharat Abhiyan (UBA). St. Xavier's College, Mahuadanr, has been honoured with the district green champion award in the academic year 2021-2022 from the Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India, for its relentless dedication to environmental sustainability. A certificate of participation has been awarded for Clean India Campaign 2.0 by the Regional Directorate of NSS, Patna, Ministry of Youth Affairs and Sports. Students of the college have been selected to represent the District for the Pre-Republic Day parade, and one of the students has been honoured with a state-level boxing award.

Modern Auditorium and ICT-equipped classrooms create an optimal learning environment. Our dedicated faculties stay updated through FDPs, seminars, webinars, and workshops. Giving utmost focus on student-centric and inclusive educational patterns, the college offers 13 undergraduate programs. College also has diverse co-curricular opportunities through 40 cells, nurturing students' potential and encouraging active participation. In the assessment period, the college offered 37 certificate courses and value added courses. The college by adopting 11 neighbouring villages, conducts educational and awareness programmes to develop the villages. The College is given certificates of appreciation from government and non-government agencies for its outstanding contribution to the local society for free blood donation camps, free medical camps, free vaccination drives, distribution of masks, food items, etc., during COVID-19.

Vision

The SXCM Vision of Education

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

Mission

Mission:

- To provide value based academic excellence to all students.
- To mould students to be people of competence, commitment, conscience and compassion.
- To promote modern and scientific knowledge without neglecting or undermining the traditional knowledge (Science and medicine) and the cultural values of the local people.
- To foster administrative and professional leadership especially among the tribal youth by means of developing creative thinking and entrepreneurship.
- To inculcate interest for context-based study and research among students.
- To promote communal harmony to have a peaceful co-existence of different religious and socio-cultural communities.
- To protect and promote the integrity of mother earth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional 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
- Decentralized and participatory administration with the delegation of authority
- Empowering socially backward students in the adopted schools and villages
- Well-structured mentoring and student support system
- Adequate infrastructure and physical facilities
- Spacious, eco-friendly, clean, and serene campus
- Hostel for female students; Faculty Quarters for male and female teachers
- Solar-Powered campus embracing non-conventional energy
- Community engagement transforms society through impactful extension activities
- Excellent and well-maintained science, computer, and language laboratories
- Cordial relationship between faculty and students
- IQAC's commendable contributions enhance curriculum, teaching, research, and various initiatives
- Timely submission of AQAR, AISHE, and NIRF
- NEP 2020 implemented, ensuring organized teaching, academic calendar adherence
- Signed 50 National and International MoUs for collaborations
- Remedial coaching and bridge courses
- Soft skill and life skill classes
- Effective feedback system
- Membership in the Xavier Board known for Academic Excellence
- Upholding national integrity by observing days of significance
- Department-wise Parent Teacher Association meetings
- Prompt grievance redressal system
- Regular Academic, Green, Environment, Energy, and Gender Audits
- Students engage in webinars, study tours, workshops, industrial visits, and alumni lectures

- Curriculum addresses cross-cutting issues: Gender Sensitivity, Human Values, Ethics, Environment, Sustainability
- Steady growth in curricular, co-curricular, and all other aspects
- Well-disciplined students
- Well-structured playground facility
- State-of-the-art Auditorium with Hi-tech light and sound systems
- Well-established Herbarium
- District green champion award
- Massive tree plantation drives
- Good continuous internal evaluation system
- Launch of college research journal 'Xaverian Quintessence' marks significant achievement
- Humanitarian activities through free blood donation, free health camps and aid distribution
- ISO 9001:2015 certified institution
- UGC recognized with 2(f)
- Excellent academic result
- A compassionate approach welcomes diverse student representation within its portals
- A large number of scholarships and free ships
- Strong NSS unit
- National/International Seminars/Invited Talks
- Strategic infrastructure with Wi-Fi, Smart classroom, and ICT-enabled facilities
- E-resources include INFLIBNET – Nlist, NDLI, e-books, and E-journals
- Awards to the meritorious students
- Active Parent Teacher Association and Alumni Association
- Promotion of cultural activity

Institutional Weakness

- The student strength is not up to the mark.
- There is a delay in examinations conducted by the affiliating university.
- Poor network connectivity is experienced due to the rural background.
- There is a dearth of campus placements.
- Consultancy and corporate training need to be enhanced.

Institutional Opportunity

- The college has the potential to be one of the best in the state.
- 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.
- There is a possibility of starting postgraduate courses.
- There is a provision for infrastructural expansion, such as a boys' hostel.
- The possibility of getting registered with IIC/NISP/EDC of the Ministry of Education will facilitate the establishment of a well-defined Incubation Centre and Startups on the campus.
- There is a possibility to establish a sophisticated research center.

- The college is notable for its extension and outreach programs, which could be extended physically to places beyond Mahuadanr, and to carry out socially related projects under funding.
- There are self-financed vocational courses available.

Institutional Challenge

- Students from rural backgrounds and first-generation learners.
- Augment students strength in terms of capacity expansion.
- There is low career orientation and ambition among students due to social circumstances.
- Scarcity of industry collaborations with high-profile companies.
- There is restricted resource mobilization for research.
- The transformation journey for 95% of students from vernacular medium backgrounds remains time-consuming, despite the incorporation of bridge courses, peer learning, and English language programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Xavier's College, Mahuadanr, an affiliated college of Nilamber-Pitamber University, follows the curriculum mandated by the University and effectively implements it through the timely preparation of timetables, annual lesson plans, department-specific calendars, and by holding regular classes.

The college offers 13 undergraduate programs, which include 14 courses in Professional Ethics, 10 on Gender, 15 on Human Values, and 24 on Environmental Sustainability. Continuous Internal Evaluation, an integral part of the Choice-Based Credit System (CBCS) adopted by the college to incorporate tests, assignments, projects, and presentations, assesses each student's understanding of the course of study. Thus, the college maintains an efficient and active mentorship program for students to help them gain guidance for academic, personal, and other issues.

The Internal Quality Assurance Cell (IQAC) oversees the effective planning and delivery of the curriculum using a clearly defined and documented process, which encompasses strategic planning involving the University academic calendar, College academic calendar, lesson plans, departmental year plans for curricular, co-curricular, and extension activities, as well as the analysis of results and outcomes.

SXCM introduced 37 certificate courses/add-on/value-added courses to equip students with cognitive skills such as critical thinking, analytical reasoning, problem-solving, and self-directed learning and moved to an Outcome-Based Education system (OBE).

The college has introduced several initiatives such as:

Incorporated interdisciplinary learning, flexibility, and a focus on both theoretical and practical knowledge through National Education Policy

Integrated initiatives include value education, mentoring, counselling, add-on courses, club activities, emphasizing orientation, gender sensitivity, environmental consciousness, and social responsiveness. Environment and Sustainability are embedded as compulsory courses in the UG Programme, addressing cross-

cutting issues through NSS, Clubs, Cells, and Associations.

Training programmes, internship training, and mini-research, etc., for hands-on training for students in collaboration with Institutes of national importance and industries.

Life skill acquisition programmes to enhance communication, presentation, interpersonal relations, self-awareness, critical thinking skills, etc.

Experiential Learning was brought about through practical components such as internship/field projects/field visits/industrial visits/educational tours.

The IQAC is tasked with gathering curriculum feedback from the stakeholders, including students, alumni, teachers, and employers. Actions are then taken based on the feedback received.

Teaching-learning and Evaluation

SXCM provides holistic education to rural youth and nurtures them as skill-oriented, competent, committed, and compassionate individuals, and to this end, the college moulds its teaching, learning, and evaluation systems.

- The college follows Nilamber Pitamber University's admission procedures, ensuring transparency and admitting students regardless of caste, creed, socio-economic background, or gender.
- The student-teacher ratio is 20:1.
- All sanctioned teaching positions are currently filled at 100%.
- The IQAC has established a mentoring policy that encompasses all full-time teachers.
- There is a diverse teaching workforce from different states of the country involved in teaching.
- The college adopts a student-centric learning process that includes different methodologies such as experiential learning, participative learning, and problem-solving.
- ICT tools such as Smart boards, audio records, audio-visual rooms, language lab, computers and laptops, projectors, Infilnet, National Digital Library of India (NDLI), etc., are extensively used in the teaching and learning process.
- Innovative teaching methods such as interactive lessons, project-based learning, peer teaching, group discussion, etc., are followed by the teachers.
- The college offers new students an orientation programme and bridge courses to facilitate their transition to relevant curriculum.
- Delineation of advanced learners and slow learners using marks in the post-bridge course test, Unit tests, classroom interaction, assignments, Mid-Semester exam, etc.
- Qualified teachers, as per the state government directives, are recruited.
- Internal assessments, unit tests, projects, assignments, practical exams, seminar, surprise tests, mid-sem exams, university model exams, internal practical, viva, etc., and External assessments involve University end-semester examinations and practical examinations/viva-voce/project evaluation, etc., are used to monitor the progress of the students.
- Based on the above assessment, students are provided feedback for their academic growth. If a student is dissatisfied with their assessment, a three-tier grievance mechanism (at the department, college, and university levels) is implemented.

- Programme Outcomes and Course Outcomes are stated and displayed on the Website and in the Departments.
- The attainment of course outcomes is analyzed using direct and indirect methods. The direct method includes internal assessment methods, and the external assessment method includes a course exit survey. PO and CO attainment are evaluated.
- Departmental and college-level result analysis reveals excellent pass percentage.

Research, Innovations and Extension

SXCM, the only institution offering undergraduate programs in the rural area, actively fosters a research culture through small-scale participatory research initiatives.

- The college mobilizes financial resources from the parent body Hazaribag Jesuits Education Society (HJES), MoU signed institutions, and local communities.
- The effort taken by the faculty in pursuing doctoral programs, presenting and publishing research papers and books at the National, International, and Regional levels aids in quality sustenance.
- The institution subscribes to INFLIBNET N-LIST and grants access to all students and staff.
- The “Xaverian Quintessence,” a Multidisciplinary Innovative Research Journal of the college, provides space for the publication of research articles.
- The college provides labs, chemicals, equipment, etc., for research.
- The Research and Innovation Cell organizes national and international research webinars/seminars. It also gives hands-on training to students for Assembling of Mobiles, Solar Lamp Assembling, and repairing household electrical appliances.
- The Intellectual Property Right Cell (IPR) conducts IPR awareness programs. Arts club/Commerce club/ Science club/Literary club promotes creativity and skill development.
- The Research and Innovation cell commits to enhancing scientific knowledge.
- The Incubation Centre (IC) gives hands-on training to students for promoting entrepreneurial skills.
- The faculty has published 28 research papers and 3 books.
- Several teachers have completed Ph.D. and have been placed in Government Colleges.
- Seminars, lectures, and workshops were organized on research methodology, entrepreneurship, and IPR.
- Xaverian Social Responsibility Cell (XSRC), including NSS/YRC/Eco-Club/AICUF/ Gender Equity Cell, conducts programs to build up social responsibility.
- Extension programs and activities are organized through departments and various Cells to create awareness about social realities and promote the well-being of the community.
- The institute provides academic support to the children of 11 adopted village schools in Rajdanda, Hami, Asnari, Regai, Beltoli, Kurund, Rampur, Bishrampur, Dipatoli, Tundtoli, and Harijan Mohalla.
- The institute received appreciation and recognition for its selfless service during COVID-19 from the local government.
- Free Blood Donation Camps, Free Medical Camps, Clothes Donation Drives, Mass Cleanliness Drives, Free Vaccination Drive, and the distribution of groceries are some of the other extension activities.
- The college has 50 functional MoUs and collaborations with reputed institutions for research, faculty, and student exchange, internships, etc.

Infrastructure and Learning Resources

St. Xavier's College, Mahuadanr, is a 24.46-acre campus with a well-structured mechanism for providing

students with state-of-the-art amenities for their academic, cultural, and athletic needs.

During the assessment period, 21.81% of the total expenditure has been utilized for infrastructure augmentation, and 77.97% is utilized for infrastructure maintenance. The campus is 'disabled-friendly,' with special facilities like a small ramp, space for a lift, disabled-friendly bathrooms, wheelchairs, etc.

Physical Facilities:

- 30 properly ventilated classrooms with comfortable seating and fans
- 10 digitally enabled classrooms with LCD projectors
- 1 Conference Hall
- 2 Lecture Theatres
- 1 Smart Class Room
- 1 Meeting Room/Conference Room
- 1 Auditorium with a seating capacity of 1500
- 1 Language Lab
- Geography lab and Science labs with modern equipment
- 1 Computer Lab
- Herbarium
- Research and Innovation Cell
- Incubation Centre
- A Multi-purpose room
- Adequate Physical Security (CCTV Cameras)
- The inner courtyard with an open stage capacity of 100
- 126 solar panels of 42 kilowatts have been installed

Sports and Fitness Facilities:

- Basketball court
- Volleyball court
- Badminton court
- Hockey ground
- Cricket Ground
- Space for Indoor games – Chess & Carroms
- Gymnasium
- Spacious open terrace and auditorium as Yoga Centres

Other Facilities Available:

- Counselling Centre
- 11 Department rooms
- Exam Cell
- IQAC Office
- NSS Office
- Meeting Room
- Functional Units of Innovation Cell

- Botanical Garden
- Girls' common room
- Boys' common room
- Infirmary
- Hostel for girl-students and female staff
- Canteen
- Residence for male staff
- Power house
- Battery room
- Sports room

Library Facilities Include:

- A spacious and well-maintained fully automated library with separate reading rooms for faculty and students
- 4 computers for browsing online resources in the library
- E-journals subscribed through INFLIBNET N-LIST and DELNET
- A well-stocked library with an extensive collection of books, journals, and magazines.
- Question bank facility
- National Digital Library

ICT Facilities:

- 100 Computers
- 10 Projectors
- Smartboard fixed classrooms
- Language lab
- 2 Printers & 1 scanner for students and 8 printers/scanner/ 1 Copier for administrative and department use
- E-resource centre in the Library with 4 computers
- Wi-Fi enabled campus

Maintenance of College Campus:

Annual budget allocates funds for infrastructure maintenance, overseen by the principal, assisted by permanent staff, Administrative Council, and Finance Committee.

Student Support and Progression

The college fosters a conducive learning environment, supporting students through scholarships, capacity building, career guidance, placements, and engagement in sports, culture, and alumni activities.

Student Support:

- The college facilitates government and non-government scholarships.
- The college runs its own fee concession scheme for needy students.
- Career counselling programs are conducted in the college through the Career Guidance and Placement

Cell and various other cells.

- Remedial classes for slow learners and coaching for competitive exams for advanced learners.
- Bridge courses for new students for their smooth transition to the relevant curriculum.
- 36 Certificate Courses are offered during the assessment period in relevant areas.

Student Progression:

- Financial issues being one of the major problems for students' progression to higher studies and employment, the college organizes various coaching classes for competitive exams and entrance tests.
- Students get placements through internships.
- 142 students have progressed to higher studies.
- 200 students attended integrated coaching classes.
- 120 students are registered in CSR coaching.
- 704 students benefited from guidance for competitive examinations/career counselling.

Student Participation and Activities:

- The college also promotes students' participation in sports, cultural activities, national and international days of importance, festivals, etc.
- Students participated in cultural and sports programs securing awards and medals at University/State/National Levels.
- 134 programs were organized under the leadership of various departments to enhance the Soft Skills, Language and Communication skills, Computing/ICT Skills, and Life Skills of the students.

Alumni Engagement:

The institution's registered Alumni Association (Mahuadanr Old Xaverian Association - MOXA) supports the activities of the college in various ways:

- Alumni recognize and reward University toppers and class toppers with cash prizes.
- They organize sports events and provide prizes to the winners.
- They contribute financially to support various events, including sports and science exhibitions.
- They generously donated water filters for the benefit of students and staff.

MOXA provides non-financial support in the following forms:

- Alumni provide guidance and mentorship to current students, sharing their knowledge and experiences.
- Alumni help students make informed career decisions, offering insights into various professions.

Governance, Leadership and Management

SXCM has a well-organized structure of governance, including the Governing Body, Managing committee, Administrative Council, IQAC, Staff Council, HODs, Student Quality Assurance Cell, and the Students' Council.

Institutional Vision and Leadership:

- SXCM envisions developing competent, compassionate individuals fostering a just, humane society, promoting harmony with diverse religious, socio-cultural groups, and the environment.
- Decentralized governance involves faculty, department heads, the Controller of Examinations, and the IQAC, granting autonomy for innovative initiatives.
- The fifteen-year strategic plan aligns with the college's vision and mission, emphasizing efficient planning and implementation in Academic Collaboration and Infrastructure.
- The college's policies and procedural directions encompass administrative to environmental concerns, embodying institutional principles and ensuring efficient functionality.
- E-governance measures are administered in admission, attendance of staff, library automation, internal mark processing, etc.

Faculty Empowerment Strategies:

- Annual participation in Professional Development Programs enhances staff's professional competence.
- Statutory and non-statutory welfare measures for teaching and non-teaching staff, such as maternity benefits leave, gratuity, EPF, and health welfare measures, are provided. The college offers a biometric system for automating attendance, staff quarters for female and male staff, potable water facilities, and a canteen at subsidized rates.

Financial Management and Resource Mobilization:

- Internal Financial Audit is done by the Treasurer assigned by the management of the college, and External Financial Audit is carried out by the external auditor.
- The college monitors financial resource utilization with dedicated committees like Finance and Fund Mobilization, ensuring optimal fund tracing and usage.

Internal Quality Assurance System (IQAS):

- IQAC is functional in the college with a well-defined plan of action and review mechanism.
- IQAC streamlines documentation, data collection, feedback analysis, and collaborates on quality initiatives.

Significant contributions made by the IQAC in the post-accreditation period include:

- UGC recognition
- NIRF participation
- AISHE participation
- District Green Champion Award
- Award for extension activities
- annual submission of AQAR
- introduction of 37 add-on courses
- 50 MoUs with prestigious institutes and government agencies
- Quality annual audits such as academic & administrative audit, green audit, environment audit, energy audit, and gender audit.

Institutional Values and Best Practices

As stated in the vision statement of the college, SXCM is committed to creating a just and humane society based on the equality of gender, caste, creed, and economic status, caring for mother earth and the whole creation. The college integrates 10 gender equity courses in undergraduate programs and organizes regular curricular and co-curricular activities, awareness programs, seminars, talks, and orientation Programs. The College maintains an eco-friendly campus with initiatives such as water conservation, pollution control, and landscaping. Annual Environmental, Green, and Energy Audit reports track ecological sustainability. To keep abreast of the global need for energy conservation, the college has installed a 42 kW solar energy producing system, wheeling it to the grid. As a step to sustain and safeguard electrical energy, the college has also switched to other alternative power-efficient practices like replacing filament bulbs and tubes with LEDs. The college ensures efficient waste management with proper disposal methods. The MoU with System Analysis (Pvt.) & Carmel Hospital aids in disposing of non-biodegradable waste. Segregation, vermicomposting, and incinerators are used for waste management. To foster awareness of social, ideological, and cultural diversities, the institution celebrates national and international days and events, promoting appreciation and respect. The College takes great care in promoting national integrity and upholding the values envisioned in the constitution. Inclusiveness is maintained from admission to daily activities, both among staff and students. The barrier-free environment on the campus ensures the inclusion of the specially privileged, which is visible from the admission process to the unique facilities on the campus.

The two best practices of the college are:

- Xaverian Community Care (XCC), which aims at the integration of academic and social participation of students in extending service in the dissemination of knowledge through the adoption of government schools and creating healthy villages.
- Xaverian Transition and Development (XTD) help students gain confidence in their abilities and talents through participation in Certificate Courses, Literary Activities, Counselling Sessions, SDP, Curricular and Co-curricular activities.

Institutional Distinctiveness:

The Institutional distinctiveness, being compassionate, focuses on providing transformative education well-entrenched in compassion. The culture of compassion has permeated all institutional initiatives, including extension activities.

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	www.sxcm.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JOSEPH M K	06546-227366	6207249298	-	mkjosesj@gmail.com
IQAC / CIQA coordinator	Kaslin Juliat	-	9508009687	-	kaslinsas82@gmail.com

Status of the Institution	
Institution Status	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	

State	University name	Document
Jharkhand	Nilamber-Pitamber University	View Document
Jharkhand	Nilamber-Pitamber University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-03-2022	View Document
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Xaviers College, P.O Mahuadanr	Rural	24.46	12445

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,English Hons,	48	Higher Secondary	English	40	22
UG	BA,Economics Hons,	48	Higher Secondary	English + Hindi	20	4
UG	BA,Geography Hons,	48	Higher Secondary	English + Hindi	65	57
UG	BA,Hindi Hons,	48	Higher Secondary	Hindi	40	21
UG	BA,History Hons,	48	Higher Secondary	English + Hindi	40	31
UG	BA,Kurukh Hons,	48	Higher Secondary	Kurukh	10	0
UG	BSc,Mathematics Hons,	48	Higher Secondary	English	20	15
UG	BSc,Physics Hons,	48	Higher Secondary	English	25	5
UG	BSc,Botany Hons,	48	Higher Secondary	English	20	15
UG	BSc,Zoology Hons,	48	Higher Secondary	English	10	0
UG	BSc,Chemistry Hons,	48	Higher Secondary	English	10	0
UG	BA,Political Science Hons,	48	Higher Secondary	English + Hindi	60	58
UG	BCom,B Com Hons,	48	Higher Secondary	English + Hindi	40	26

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				38			
Recruited	0	0	0	0	0	0	0	0	19	19	0	38
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
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

Technical Staff				
	Male	Female	Others	Total
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	13	17	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	131	1	0	0	132
	Female	120	2	0	0	122
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	4	1	5	3	
	Female	1	2	2	1	
	Others	0	0	0	0	
ST	Male	62	58	53	46	
	Female	54	56	49	64	
	Others	0	0	0	0	
OBC	Male	26	15	15	20	
	Female	15	17	20	18	
	Others	0	0	0	0	
General	Male	61	46	47	47	
	Female	73	54	45	73	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		296	249	236	272	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

St. Xavier's College, Mahuadanr, is dedicated to providing high-quality education that goes beyond mere facts and concepts. The college prioritizes the development of critical thinking skills and a deeper understanding of subjects. Recognizing the importance of the National Education Policy (NEP) in cultivating global citizens capable of tackling challenges, the college has established a new NEP committee that fosters interdisciplinary research and academic growth. By implementing this visionary plan, SXCM, aims to become a leading centre of excellence for holistic and multidisciplinary education. Students are empowered to explore and integrate knowledge from diverse fields, preparing them to face complex real-world challenges. By integrating humanities and science with STEM (Science, Technology, Engineering, and Mathematics), the college fosters well-rounded individuals equipped with critical thinking, creativity, and empathy. The college has designed a flexible and innovative curriculum that allows students to combine courses from different disciplines. Students are encouraged to pursue majors or minors across various departments, promoting the integration of humanities, science, and STEM subjects. To complement theoretical learning, the college has introduced credit-based courses and projects related to community engagement, environmental education, and value-based learning. Such initiatives provide students with practical experiences that instil a sense of responsibility towards society and environment. Immersive community engagement project gives an opportunity for students to come face to face with the everyday challenges faced by the local communities. The flexible curriculum of the college allows students to enter and exit at the end of the 1st, 2nd, and 3rd years of their undergraduate programme, which provides learners with the option to receive certificates, certificate (1 year course) diploma certificate (2 year course), and undergraduate degree certificate (3 year course) based on their studies. In addition to academic pursuits, the institution actively promotes multidisciplinary research by establishing research centres and labs that facilitate collaboration among students and faculty from various disciplines. Such research projects focus on addressing pressing societal issues, like sustainability, healthcare, technology, and social justice. The college's

	<p>exemplary approach focuses on enhancing faculty capabilities across disciplines through a multidisciplinary and interdisciplinary framework. Faculty members are actively encouraged to collaborate on research and teaching endeavours that transcend traditional boundaries, resulting in enriched student learning experiences. The recent faculty conference highlighted alignment with the National Education Policy (NEP) principles, emphasizing diverse learning opportunities and the integration of technology in education. A key emphasis is placed on nurturing critical thinking and fostering creativity among students. To achieve these objectives, the college offers a range of elective courses that are both multidisciplinary and interdisciplinary in nature, further supporting its educational goals. The implementation of NEP benefits both students and faculty, as it nurtures a broader understanding of interconnectedness of knowledge and instils a sense of social responsibility. The transformative journey towards becoming a holistic multidisciplinary institution contributes significantly to solve real-world problems, shaping a better society, and preparing students to excel in their chosen fields.</p>
2. Academic bank of credits (ABC):	<p>St. Xavier's College, Mahuadanr is a premier educational institution that follows the rules and regulations laid out by its affiliating University, Nilamber-Pitamber University. This adherence to the University's guidelines ensures that the college maintains high standards of education and academic integrity. One of the significant initiatives undertaken by the college is the adoption of the Academic Bank of Credits (ABC) system. The ABC system allows students to earn credits while pursuing their studies at the college. These earned credits are deposited into each student's "Academic Account," creating a repository of their academic achievements. This system serves as a flexible and student-centric approach to higher education, facilitating the seamless transfer of credits between institutions if a student decides to pursue further studies elsewhere. St. Xavier's College aligns with NEP 2020, implementing the ABC system to foster a holistic, interdisciplinary education. The approach empowers students, aligning with the policy's goal of enhancing flexibility and choice. This prepares them for the dynamic challenges of a rapidly evolving world. One</p>

of the key features of the ABC system is its support for multiple entry and exit points in a chosen academic programme. This means that learners have the flexibility to join or leave the programme at various stages, depending on their individual needs and circumstances. This approach caters to students with diverse interests and career aspirations, allowing them to customize their educational journey according to their preferences. Moreover, the college is dedicated to nurturing collaborations with both National and International institutions to advance the internationalization of education. Its objective is to generate avenues for students to interact with worldwide viewpoints and gain diverse experiences. This endeavour encompasses the facilitation of collaborative degree initiatives with external institutions. These initiatives not only enhance the quality of academic learning but also elevate students' intercultural awareness and global competitiveness. St. Xavier's College promotes credit transfers, enabling students to utilize earned credits at recognized institutions for broader educational opportunities. Empowering faculty to craft curricula within guidelines fosters innovation, allowing educators to tailor teaching methods, select materials, and design assessments that cater to students' diverse needs, enhancing the learning experience. By embracing the ABC system, St. Xavier's College Mahuadanr demonstrates its commitment to creating a progressive and inclusive learning environment. The college is dedicated to nurturing well-rounded individuals who not only excel academically but also possess the skills and values needed to contribute meaningfully to society. St. Xavier's College Mahuadanr's adoption of the Academic Bank of Credits aligns with the principles of the National Education Policy 2020. The college's commitment to promoting student-centric and interdisciplinary education, facilitating credit transfers, and encouraging global collaboration highlights its dedication to providing quality education and preparing students for a dynamic and interconnected world. Through these initiatives, the college continues to be a beacon of educational excellence and a driving force for positive change in the lives of its students.

3. Skill development:

St. Xavier's College Mahuadanr has gone above and

beyond in its efforts to strengthen vocational education and enhance soft skills, aligning with the National Skills Qualifications Framework (NSQF). The institution has recognized the importance of providing value-based education to instill positive values and ethical principles among its learners. This focus on holistic development ensures that students not only excel academically but also grow into responsible and compassionate individuals. One of the key initiatives undertaken by the college is the incorporation of vocational education into the curriculum. St. Xavier's College has designed a credit structure that makes it mandatory for all students to take at least one vocational course before graduating. This approach ensures that students are exposed to practical skills and hands-on training, preparing them for the demands of the job market and enhancing their employability. To deliver high-quality vocational skills, the college collaborates with industry veterans and master craftspeople. By engaging these experts, the institution bridges any gaps that may exist in the availability of trained faculty, ensuring that students receive the best possible vocational training. In addition to traditional on-campus learning, St. Xavier's College Mahuadanr offers vocational education in various flexible modes, including blended learning, and on-campus modular formats. This diversified approach caters to the diverse needs and preferences of learners, making skill development accessible and inclusive. St. Xavier's College also places significant emphasis on soft skills development. The institution conducts regular skill development workshops and seminars that cover a wide range of topics, including communication skills, leadership, problem-solving, critical thinking, and digital literacy. These initiatives are designed to equip students with the essential soft skills that are highly valued by employers, enhancing their employability and overall personal growth. In addition to academic pursuits, the college has established a Skill Development Cell (SDC) under Science, Arts & Commerce to provide training and employability skills for the youth. The SDC collaborates with various institutions through Memorandum of Understanding (MoU) to offer comprehensive training and support for career counselling and placement services. The Beyond Curriculum training provided by the college further

	<p>ensures that students are workplace-ready and equipped with the necessary skills to succeed in their chosen fields. Moreover, the Commerce Club at St. Xavier's College plays a vital role in fostering an entrepreneurial spirit among students. It provides guidance and support for students with business ideas, encouraging creativity and innovation. This initiative nurtures budding entrepreneurs and instils confidence in students to take their business ideas from inception to success. The efforts made by St. Xavier's College, Mahuadanr in promoting vocational education, integrating soft skills, and fostering an entrepreneurial mindset align perfectly with the National Skills Qualifications Framework. These initiatives not only prepare students for successful careers but also contribute to their personal growth and development as responsible and competent individuals. The institution's dedication to providing a well-rounded education ensures that its graduates are equipped to make positive contributions to society and thrive in the ever-changing world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>St. Xavier's College, Mahuadanr has implemented a comprehensive approach to integrate the Indian Knowledge System into its curriculum using offline courses. One of the key aspects of this strategy is the emphasis on bilingual teaching. The institution provides training to its faculties in both English and vernacular languages, enabling them to conduct classroom delivery in a bilingual mode. This approach allows students to learn in their preferred language, promoting a deeper understanding of the subject matter and enhancing the learning experience. A significant focus of St. Xavier's College Mahuadanr's integration of the Indian Knowledge System is the promotion of indigenous languages, with a special emphasis on Kurukh, the local language. By offering courses in Kurukh, the institution aims to preserve and revitalize this indigenous language, contributing to the enrichment of the academic landscape with linguistic diversity and cultural heritage. Moreover, the college places great importance on incorporating Ancient Indian traditional knowledge, arts, and culture into the curriculum. Faculty members integrate traditional art forms, music, dance, folklore, and literature into their teaching methods, creating a more engaging and</p>

culturally relevant learning experience. By immersing students in the local culture and heritage, the institution fosters a sense of pride and connection to their roots, instilling a deep appreciation for their cultural identity. To further embrace local culture, St. Xavier's College Mahuadanr celebrates and integrates local festivals and customs into the Academic Calendar. These practices immerse students in the rich cultural traditions of the region, providing opportunities for them to participate in and understand the significance of these events. This involvement further strengthens the students' connection to their cultural heritage. The institution goes beyond classroom teaching to ensure that Indian knowledge and cultural values are integrated into the curriculum comprehensively. Mandatory courses like Understanding India expose students to various aspects of Indian Knowledge Systems and traditions. The Modern Indian Languages system allows students to study any Indian language as part of their curriculum, encouraging them to delve deeper into the linguistic and cultural diversity of the country. St. Xavier's College Mahuadanr also focuses on instilling cultural values within Indian traditions through Values & Ethics courses. National Days are celebrated with great enthusiasm to further integrate Indian culture and heritage into the mainstream. Through various events and activities conducted throughout the year, students gain a better understanding of India's rich history and cultural traditions, instilling a sense of national pride and identity. In addition, the college honours national leaders on their anniversary days, aiming to imbue values and inspire students to follow their principles and ideals. Webinars and Seminars on Indian cultures are regularly organized to enhance traditional knowledge and provide students with a deeper understanding of cultural values in an Indian context. These initiatives contribute to the comprehensive integration of Indian knowledge and cultural practices into the curriculum, creating culturally sensitive and socially responsible individuals.

5. Focus on Outcome based education (OBE):

St. Xavier's College Mahuadanr has taken significant institutional initiatives to embrace Outcome Based Education (OBE) as a fundamental principle in its curriculum design and teaching methodologies. The college has wholeheartedly committed to providing

an educational experience that revolves around achieving specific learning outcomes for each programme and course offered. All academic programmes at the college are meticulously designed with OBE as a central focus, ensuring that every course aligns with specific Programme Outcomes. The implementation of Outcome Based Education at St. Xavier's College is marked by its structured approach to learning, emphasizing various learning styles that cater to different aspects of knowledge acquisition and application. The educational objectives and outcomes of the programmes are carefully crafted to encompass a broad spectrum of skills, ranging from remembering information and understanding concepts to applying knowledge and critical analysis. By nurturing these diverse skills, the institution aims to create well-rounded and adaptable graduates who can effectively address challenges in real-world scenarios. The curriculum at St. Xavier's College, Mahuadanr is meticulously aligned with the defined learning outcomes. Each course is designed to ensure that students have ample opportunities to demonstrate their knowledge, skills, and competencies at various stages of their academic journey. This approach fosters a more dynamic and student-centred learning environment, encouraging active participation and engagement in the learning process. St. Xavier's College employs a dynamic continuous assessment system, surpassing conventional exams. Students undergo ongoing evaluation via quizzes, assignments, projects, presentations, and practical exams, allowing real-time monitoring of progress. This approach facilitates timely feedback, empowering students to enhance understanding and performance for a personalized and effective learning experience. In addition to academic rigor, St. Xavier's College Mahuadanr places significant emphasis on fostering social awareness, ethics, and entrepreneurial skills among its students. The educational objectives are designed to instil a sense of responsibility for their actions, cultivate an understanding of business principles through entrepreneurship, and nurture responsible citizenship. By integrating these values into the curriculum, the institution aims to produce graduates who not only excel academically but also embody ethical and socially conscious individuals. The college administration actively promotes an

	<p>education focused on achieving tangible results by encouraging student engagement and participation in various cells and committees beyond the classroom. This inclusive approach ensures that students have diverse opportunities to enhance their skills and contribute meaningfully to the college community. To further complement its Outcome-Based Education efforts, St. Xavier's College Mahuadanr incorporates experiential learning. This pedagogical approach allows students to relate the knowledge acquired in the traditional classroom setting to real-life experiences, maximizing the impact of their learning journey. St. Xavier's College Mahuadanr is dedicated to Outcome-Based Education (OBE), reflected in clear learning outcomes, continuous assessment, and holistic skill development. Its curriculum and teaching methods align with OBE principles, fostering intellectually competent, ethically sound, and socially responsible graduates prepared for a dynamic world.</p>
6. Distance education/online education:	<p>The COVID-19 pandemic has drastically transformed the landscape of education in St. Xavier's College, Mahuadanr, pushing to adopt digital platforms for communication and learning. This shift has extended beyond traditional classroom settings, as digital platforms have facilitated the hosting of conferences and meetings online, allowing professionals from various parts of the globe to participate. This newfound accessibility has not only revolutionized the way we interact but has also affected the importance of traditional face-to-face learning. St. Xavier's College Mahuadanr embraced a hybrid teaching method that integrates digital tools through a learning management system (LMS). This approach aligns with the principles of blended learning, where traditional face-to-face interactions are supplemented with online resources and activities. St. Xavier's College Mahuadanr has proactively utilised webinars and workshops as integral components of its blended learning approach. These webinars and workshops, featuring experts and guest speakers from diverse fields, have become regular occurrences, providing students with opportunities to broaden their perspectives and stay updated on current trends and cutting-edge knowledge. By engaging in these online events, students can participate in meaningful discussions, ask questions, and interact with industry</p>

professionals, enriching their learning experience beyond the confines of physical classrooms. Moreover, these webinars and workshops serve as continuous professional development opportunities for faculty members. By attending such events, educators remain abreast of the latest advancements in their respective fields and incorporate innovative approaches and best practices into their teaching methodologies. This symbiotic exchange between students and faculty fosters a culture of lifelong learning and continuous improvement within the college community. St. Xavier's College, Mahuadanr recognizes the significance of leveraging technology in providing an enriched educational experience. By seamlessly integrating webinars and workshops into their teaching-learning process, the institution harnesses technological tools to foster blended learning effectively. Through this approach, traditional classroom sessions are complemented with remote access to expert insights and industry perspectives. Consequently, students gain a well-rounded and comprehensive understanding of the subject matter, and faculty members deliver more engaging and up-to-date learning experiences. The integration of such technological tools empowers students to take ownership of their learning journey, encouraging a proactive approach to knowledge acquisition. By providing a flexible and dynamic educational environment, the college equips its students with the skills and adaptability necessary to thrive in an increasingly digital world. In conclusion, St. Xavier's College Mahuadanr's commitment to embracing webinars and workshops as part of its blended learning approach exemplifies its dedication to leveraging technological tools for enhancing teaching and learning activities. By actively promoting continuous learning and professional development, the college ensures that its students and faculty are equipped with the knowledge and skills needed to excel academically and professionally. This comprehensive effort towards blended learning underscores the institution's commitment to delivering a holistic and forward-looking education, aligned with the principles of the New Education Policy and responsive to the evolving educational landscape.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, St. Xavier's College Mahuadanr has established an Electoral Literacy Club (ELC) on October 5, 2018. The inauguration of the club marked a significant step towards promoting voter awareness and participation in the electoral processes. The inauguration ceremony was conducted by Mr. Sudhir Kumar Das, the Sub-Divisional Officer (SDO) of Mahuadanr. This initiative aligns with the planning and direction provided by the Election Commission. The primary objective of the Electoral Literacy Club is to enhance voter awareness and promote ethical voting practices among the college community. Additionally, the club aims to encourage active participation in the democratic process, particularly targeting underprivileged sections of society. By establishing the ELC, St. Xavier's College Mahuadanr demonstrates its commitment to civic engagement and the development of informed and responsible citizens. The club serves as a platform for students and the college community to engage in discussions, activities, and initiatives that contribute to the broader goal of promoting a vibrant and participatory democratic culture.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, The Electoral Literacy Club (ELC) at the college is administered by a well-organized committee comprising both students and faculty members. Specifically, Asst. Prof. Anil Kumar Tete, Head of the Department of Political Science, has been elected as the Nodal Officer, with active participation from students and faculty of the Political Science department in conducting various programs. This leadership structure clearly designates a coordinator and coordinating faculty member to oversee the ELC's activities. The appointment of a Nodal Officer and the active involvement of faculty members in the committee indicate the functional nature of the ELC. Under the guidance of these dedicated individuals, the ELC is operating efficiently. The inclusion of both students and faculty in the committee underscores a collaborative and representative approach, ensuring that the ELC is not only operational but also truly representative in character. This composition promotes a holistic and inclusive engagement of the college community in</p>

	various activities related to voter awareness, ethical voting practices, and democratic participation.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) has spearheaded innovative programs and initiatives to actively contribute to electoral processes and civic engagement. Voter Registration Facilitation: The ELC played a pivotal role in facilitating the voter registration process for both students and members of local communities. By ensuring the enrolment of all eligible citizens in the electoral rolls, the club empowered the youth and marginalized sections, enabling them to have a meaningful say in the governance of the country. Voter Awareness Campaigns: The club undertook significant efforts in conducting voter awareness campaigns. These campaigns were designed to educate the general public about the importance of exercising their right to vote and understanding the intricacies of electoral processes. Through disseminating information about voting rights, the ELC aimed to cultivate an informed and responsible electorate. Ethical Voting Promotion: An integral aspect of the ELC's activities was the promotion of ethical voting practices. The club actively encouraged voters to base their decisions on principles, policies, and the merits of the candidates, discouraging malpractices and fostering a fair democratic process. Inclusive Engagement of Underprivileged Sections: Addressing the issue of underrepresented and underprivileged sections in the electoral process emerged as a top priority for the ELC. The club focused on bridging gaps in electoral participation, particularly by encouraging underprivileged groups, disabled persons, senior citizens, etc., to actively engage in the democratic system. This initiative was crucial in ensuring that every citizen's voice is heard and represented in the government. By undertaking these initiatives, the Electoral Literacy Club at St. Xavier's College Mahuadanr has not only contributed to the efficiency of the electoral processes but has also played a significant role in fostering a sense of civic responsibility and inclusivity among the college community and the broader society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to</p>	<p>The college, through its Electoral Literacy Club (ELC), has actively engaged in socially relevant projects and initiatives pertaining to electoral issues, demonstrating a commitment to advancing</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>democratic values and encouraging participation in electoral processes. Some notable endeavours include: Research Projects and Surveys: The ELC initiated research projects and surveys aimed at identifying barriers to voter participation. Through these endeavours, the club systematically collected data to comprehend the challenges faced by potential voters. The insights gained from such research activities have contributed to the development of effective strategies to address these barriers, ultimately enhancing voter engagement. Awareness Drives: The ELC organized awareness drives to promote a deeper understanding of electoral processes and the importance of active participation. These drives involved disseminating information to the college community and the wider public, creating a more informed electorate. By addressing misconceptions and providing clear information, the club sought to encourage citizens to exercise their voting rights responsibly. Content Creation and Publications: An important facet of the ELC's efforts was the creation of informative content and publications. These materials aimed to highlight the significance of democratic values and participation in electoral processes. By disseminating such content, the club aspired to raise awareness and cultivate a sense of responsibility among citizens toward the democratic system. These publications may include articles, brochures, or pamphlets that serve as valuable resources for promoting civic engagement. Overall, the college's Electoral Literacy Club has gone beyond conventional approaches, actively involving itself in research, surveys, awareness drives, and content creation. These initiatives collectively underscore the institution's dedication to advancing democratic principles and fostering an informed and participative citizenry.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has made a crucial commitment to institutionalize mechanisms for student voter registration, recognizing the importance of empowering eligible students and encouraging their active participation in shaping the nation's future. The focus is on ensuring that all students above the age of 18 are enrolled in the electoral roll. The Electoral Literacy Club (ELC), since its establishment, has played a dynamic role in fulfilling this commitment. The club has been actively involved in undertaking</p>

various initiatives aimed at achieving its objectives. The active participation of students has been a key driving force in the success of the ELC. Their ideas, energy, and enthusiasm have played an instrumental role in promoting democratic values and electoral literacy among their peers and the local community. The efforts of the ELC extend beyond awareness campaigns to address the specific issue of student voter registration. The club engages in targeted drives to identify students above the age of 18 who are yet to be enrolled as voters in the electoral roll. These efforts may involve organizing registration camps, providing information sessions, and collaborating with local election authorities to streamline the registration process for eligible students. Institutionalizing these mechanisms is a testament to the college's commitment to ensuring that every eligible student has the opportunity to exercise their right to vote. By actively involving the ELC and leveraging the enthusiasm of the student body, the college is contributing to the development of a politically aware and engaged student community, fostering a sense of responsibility towards civic duties.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
781	748	673	605	446

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 61

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	36	34	34

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.057	13.6	11.262	21.49	21.65

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

St. Xavier's College, Mahuadanr (SXCM), an institution affiliated to Nilamber-Pitamber University, harmoniously blends the University's Syllabi with its own distinct vision and mission while framing its curriculum. The college excels in executing and imparting this curriculum, with a dedicated emphasis on contributing to the nation's development, instilling a robust value system, and fostering the utilization of technology. Curriculum planning aims for sustained excellence, aligning with NEP directives for effective delivery.

Curriculum Planning:

- Our academic calendar is meticulously designed with the help of faculty members, department heads and administrative staff during the planning process. It outlines significant dates, key events, holidays, and the detailed schedule for classes and examinations.
- Co-curricular and extra-curricular activities such as sports, games, cultural events, commemorations, and religious festivals are integrated into the academic calendar.
- Academic calendar is subject to periodic reviews, allowing us to adapt to unforeseen circumstances. This flexibility empowers the college to respond effectively.
- The College Master Timetable and Department Timetables for teaching hours and other co-curricular and extra-curricular activities are readily available on notice boards.
- Heads of the departments execute the course and syllabus allocation to the faculty. Each faculty prepares annual lesson plans, daily plans, and departmental action plans for the academic year.
- The Examination Committee is responsible for planning and publishing the internal examination timetable. The college website offers comprehensive information on programme syllabi, Certificate programmes, programme outcomes, programme-specific outcomes, course outcomes, and the assessment weightage for both internal and external examinations.

Curriculum Delivery Process:

- The induction program introduces students to programme outcomes, programme-specific outcomes, course outcomes, and exam patterns.
- Learner identification occurs through entry-level tests, with additional support provided through Bridge courses.
- The teaching-learning approach incorporates methods like peer teaching, invited talks, seminars, workshops, debates, role plays, projects, alumni lecture series, industrial visits, and internships.
- The college integrates ICT infrastructure, utilizing platforms such as Zoom App, Google meet and a College YouTube Channel. Additionally, well-equipped computer labs, science

laboratories, geography lab, a language lab, Incubation centre, and a college library to enhance educational outcomes.

- Walk with the Scholar, and peer teaching support both advanced and average students, while a Scholar Support Programme, remedial classes, and special sessions cater to slow learners.

Continuous Internal Assessment Strategies:

- The Internal Exam Calendar is prepared well in advance, and exam notices and announcements are available on the college notice board and the institutional website.
- Internal exams, along with projects and assignments, are conducted every semester.
- The results of internal exams are published within a specified time frame.

Monitoring and Evaluation of Curriculum Delivery:

The monitoring and evaluation of curriculum delivery are typically carried out through a systematic process that involves various steps.

- Regularly observing classroom activities and teaching methods
- Analysis of departmental result and remedial action
- Analyzing feedback reports from stakeholders
- Outcome attainment monitoring and evaluation and review of course delivery
- Evaluating student progress through PTA Meetings
- Reviewing through staff meetings, administrative council, and Academic Audits

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 73.81

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
562	551	513	434	341

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

SXCM adheres closely to the promotion of equality and the spread of moral principles. In order to address the importance of professional ethics, gender equity, human values, environment and sustainability, the college has developed an operational method.

The Mode of Integration:

The undergraduate curriculum incorporates subjects on gender, human values, professional ethics, environment and sustainability. These subjects aid students in cultivating critical thinking abilities and fostering responsible civic conduct.

Cross-Cutting Issue Addressed	No. of courses
Professional Ethics	14
Gender Equity	10
Human Values	15
Environment and Sustainability	24

The student projects and certificate courses incorporate crosscutting issues, aiding student assimilation. Co-curricular programs further support their integration into the curriculum.

Professional Ethics

- 14 courses in the syllabus cover professional ethics.
- Familiarize students with the relevant professional ethics.
- Value education courses instil in students a sense of responsibility, empathy, integrity, and a commitment to ethical behaviour.
- The established Intellectual Property Rights (IPR) Cell plays a crucial role in promoting ethics by upholding principles of fairness, transparency, and responsible conduct, with regular workshops and seminars emphasizing ethical IPR practices.

Gender Equity

- 10 courses emphasize gender sensitization and equity.
- The Gender Equity Cell fosters awareness complemented by seminars on women empowerment and active gender sensitization through skits and rallies.
- The institution has established a comprehensive Gender Policy and a Zero tolerance policy for women.
- Gender Audits are conducted systematically to analyze the gender composition at all levels within the institution.

Human Values

- The curriculum encompasses 15 courses addressing human values, aligning with the institution's vision and mission.
- Each department, under the Xaverian Care banner, has adopted a village for upliftment.
- The institution demonstrated support to the community during the pandemic, with students distributing masks, sanitizers, and groceries.
- Multiple vaccination drives were organized for local villagers.

- During Xaverian Week, students generously donate clothes and household items to needy villagers.
- Various programmes such as, Blood donation drives, Road Safety programme, Mental Health awareness programme, Pro-Life Awareness programme, Anti-Drugs Talks and First-aid Training, contribute to fostering qualities like sympathy, empathy, patience, and cultural values among the students.

Environment and Sustainability

A total of 24 courses encompass topics related to environmental sustainability.

- The university syllabus mandates an environmental course for all programs.
- The college has formulated a comprehensive green policy.
- Seminars on subjects such as climate change, organic farming, and environmental conservation are regularly organized.
- Annual green audits and energy audits are conducted by the college.
- Efficient utilization of alternative energy resources on campus is part of our ongoing efforts to achieve carbon neutrality.
- An effective waste management system is in place within the campus.
- The Botanical Garden, Landscape Maintenance, Extensive Tree Plantation Drives, Rainwater Harvesting System, Swachhta-Pakhwara, and Tying Rakhi to the Trees program complement environmental studies, fostering an eco-sensitive mindset among the students.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 21.64

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

Response: 169

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.08

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
296	249	236	272	193

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
380	370	355	350	250

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 81.16

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
162	149	144	152	91

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	186	179	177	126

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.03

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

St. Xavier's College, Mahuadanr, seamlessly integrates student-centric methods, including experiential, participative learning, and problem-solving, with ICT tools to enhance education. While the Science and Geography departments align with syllabi, other departments offer alternative learning. This fusion fosters a dynamic, interactive environment, nurturing critical thinking, teamwork, and practical skills.

Experiential Learning Methods

- In-depth knowledge acquired through **internship programmes** are shared by students with their peer groups at the end of the training programme.
- **Laboratory instruction and demonstration** by practice help students to understand procedures and concepts practically.
- **Industrial and institutional visits** aid students in gaining knowledge about working methods.
- Students take part in **field trips** on a regular basis to understand procedures and concepts in a practical way.
- Students utilize the **language lab** for enhanced Listening, Speaking, Reading and Writing (LSRW), public speaking, communication, linguistic abilities.
- Cognitive and affective learning are enhanced through **study tours**.
- **Video documentaries** cover cultural studies, histories, skills, scientific processes, and literary movies.
- **Seminars/ Webinars** arranged by the departments contribute to a better understanding of theoretical and practical concepts.
- **Alumni talks** enrich experiential learning through advice, networking, and practical applications.
- **Certificate course** enhances employability and technical competencies.
- **Audio Records and Video Blogs** are extensively used to impart Knowledge effectively.
- **Audio-Visual Room** immerses students in real-life learning for hands-on understanding.
- **Educational programs and extension activities** offer experiential learning.

Participative Learning Methods

- Guided by **assignments, PPTs, and seminars**, students undergo continuous assessment.
- **Workshops and Hands-on-training programs** give practical training to the students.
- Team spirit and a cooperative learning environment among students are fostered through **group tasks and group discussions**.
- **Classroom quiz competitions** are held to enhance student's learning experience.
- Students are encouraged to participate in **Exhibition and projects**.
- **Peer teaching** encouraged for advanced learners to extend academic help to medium and slow learners.
- **Discussions and debates** are organized to spawn critical thinking.
- **Annual magazine** is published to nurture literary and creative skills.
- **Computers and Laptops** are used for online learning platforms.
- **Messaging apps** like WhatsApp, Email, Telegram, etc. encourage peer-to-peer interaction and collaborative learning.
- Use of **projectors** makes the students attentive.
- **Digital tools** like Adobe and Canva facilitate creative expression
- **Zoom app, Google MEET tools** used for virtual classrooms, webinars, and guest lectures.
- Timely assessment and feedback through **Google form** improves learning outcomes and student progress.

Problem – Solving

- **Student projects** provide opportunities for the students to explore new arenas of knowledge.
- Semester VI students engage in **group projects**, fostering team spirit, leadership qualities, research interests, and honing problem-solving skills through coordinated efforts and effective solutions.
- **Quiz competitions** cater to the inquisitive minds of the students.
- **Social Media** platforms like Twitter, Facebook, Instagram and YouTube are used for resource sharing, discussions, and collaborative learning.
- **Inflibnet & Smartphones are used** to access educational apps, e-books, and online resources.
- The college uses **NDLI**, enriching teaching and student learning resources.
- The college **website** facilitates learning with teaching notes, syllabi, and previous year question papers, fostering comprehensive understanding.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 92.86

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	36	36	36	36

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 50.3

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	17	18	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

SXCM implements internal and external assessment meticulously to ensure effective and prompt redressal of grievances. SXCM follows the guidelines regarding the assessment and evaluation process of the affiliating University. The principal conducts meetings with the Controller of Examination and the HoDs for the smooth conduction of the internal as well as university exams.

Internal Assessment Methods

- Continuous Internal Assessment includes assignments, projects, practical, vivas, and class test, Mid-semester, University model exam.
- The Examination committee formulates the internal Exam Calendar to plan and organize the assessment process.
- The internal exam timetable is published one week before the examination, allowing students to prepare.
- Internal exams in each semester follow University pattern.
- Question papers are submitted in advance, ensuring proper preparation and security measures.
- Teachers are assigned invigilation duties during internal exams to maintain a fair and secure examination environment.
- Timely result publication facilitates the provision of feedback and guidance.

External Assessment Method

- The external assessment procedures are carried out in accordance with the guidelines provided by Nilamber-Pitamber University.
- The University discreetly transmits external examination question papers to the Principal.
- External examiners appointed by the university oversee the evaluation of practical and project.
- External assessment takes place at centralized valuation camps organized by the university.
- The publication of results appears on the university's website.

Transparency in Continuous Internal Assessment:

- Students are briefed on the assessment mechanism through orientation programs.
- A calendar outlining internal exams is published in the beginning of the semester
- Model question papers for internal assessment follow the Examination for Semester Assessment model.
- After distributing valued answer scripts, corrective discussions are conducted.
- Grievances related to exams are addressed promptly and effectively.

Transparency in External Evaluation:

- Exams are centrally conducted with invigilators assigned by the Principal
- Question papers for external exams are sent confidentially to the Principal.
- External script valuation occurs at University Centralised valuation camps.
- Internal marks are uploaded to the University portal for transparency.
- Semester results are published on the university website.
- Students can apply for revaluation or scrutiny, adding an extra layer of transparency.

Grievance Redressal System

- A well-organized and effective grievance redressal mechanism is in place.
- Instituting a feedback mechanism to collect input from students regarding their experiences with the assessment process, facilitates continuous improvement.
- Complaint boxes are available on the college premises for students to submit their complaints, and the college website offers a provision for direct submission of grievances to the principal.
- Grievances are resolving promptly to avoid prolonged stress or uncertainty for students.

A three-tiered grievance procedure has been set up to address student complaints:

Mode of Grievance-Redressal	Tier 1-Department	The HoD and class in charge address the grievance
	Tier 2- College	The Principal, Controller of Examination and the HoD investigate and resolve department level grievances
	Tier 3- University	The verification and rectification of the External examination scores.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- St. Xavier's College, Mahuadanr has established a systematic approach to implement and communicate Outcome-Based Education effectively. It is an educational approach that prioritizes goals, purposes, achievements, and results.
- The development and execution of the curriculum and assessments are guided by measurable exit learning outcomes that students are expected to demonstrate at the conclusion of a program or course.
- These outcomes are categorized into three levels: Programme Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs).
- The preparation of Programme Outcomes (POs) is carried out by the departments under the guidance of the IQAC Coordinator according to the syllabus of the affiliating University.
- Program-Specific Outcomes (PSOs) are formulated by the respective departments.
- Course Outcomes (COs) are prepared by the designated Course In-Charges.
- Since 2022, the college has aligned with University-defined POs, PSOs, and COs in accordance with the National Education Policy.
- To facilitate a smooth transition, OBE training sessions were conducted for faculty.

Display of Outcome:

- St. Xavier's College employs various modes of displaying these outcomes, ensuring that the information is accessible to both teachers and students.
- College Website: Webpages on the college website are dedicated to providing information on PO, PSO, and CO for each program.
- College Noticeboard: A centralized display section is allocated on the college noticeboard specifically for PO.
- Departmental Notice Boards: Each department maintains its notice board, displaying specific PO, PSO, and CO relevant to its programs.
- Department-Specific WhatsApp Groups: Active facilitation of sharing and promoting better engagement with PO, PSO, and CO is done within department-specific WhatsApp groups.
- Display Boards within Departments: Outcome display boards are prominently placed on campus to enhance awareness.
- This multi-pronged approach makes it easier for the college community to understand and engage with the outcomes, promoting a shared understanding of the teaching and learning process.
- Displaying these outcomes serves to reinforce the college's commitment to academic

accountability, dedication to quality education, and the holistic development of its students.

Communication to students:

- Orientation Sessions for Students: During the induction program, students receive comprehensive orientation sessions introducing them to Outcome-Based Education (OBE) processes and anticipated outcomes.
- Integration in Bridge Courses: Bridge courses incorporate components on Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), with clear displays on departmental notice boards and in classrooms.
- Alignment of Curricular Activities: Students are informed that all curricular activities, including seminars, workshops, assignments, and study tours, are aligned with the specified outcomes.
- Mapping of Extracurricular Activities: Activities of Cells, Clubs, and various departmental associations are mapped with Programme Outcomes to ensure a holistic approach to student development.
- Faculty Discussion on Course Outcomes: Faculty members initiate discussions on Course Outcomes at the beginning of each semester, promoting a clear understanding among students.
- Prominent Display of Outcome Boards: Display boards featuring measurable outcomes are prominently placed on campus to consistently reinforce awareness among students.
- Effectively communicating measurable outcomes fosters transparency for students, while OBE guides both teachers and students towards expected directions and purposes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

St. Xavier's College adheres to the crucial practice of evaluating Program Outcomes (POs) and Course Outcomes (COs) in education for the purposes of quality assurance, accountability, and continuous improvement. Our approach places a strong emphasis on student-centered learning and guides data-driven decision-making. This commitment promotes transparency, enhances teaching methodologies, and empowers both students and teachers to realize their educational objectives. Evaluating POs and COs at St. Xavier's College ensures that our educational programs align with expectations, adapt to evolving needs, and provide a high-quality learning environment.

Implementing Outcome-Based Education (OBE) Mechanism:

- Conduct OBE Training Sessions for teachers and Departmental Induction Programs for students.
- Each Department creates a Course Data Sheet that includes matrices mapping Course Outcomes

(CO) to Program Outcomes (PO) and Program-Specific Outcomes (PSO), along with justifications.

Mapping Course Outcomes (COs) to Program Outcomes (POs):

The individual course instructors establish connections between COs and POs and PSOs, indicating the appropriate levels in the matrix as follows:

LEVELS	CORRELATION
1	• Low
2	• Moderate
3	• High

Outcome Attainment Assessment:

- Evaluation of Program and Program-Specific Outcome achievement relies on the logical alignment and the attainment of cognitive levels of Course Outcomes with Program Outcomes (POs) and Program-Specific Outcomes (PSOs).
- Outcome attainment evaluation is conducted using a direct assessment method.
- Each year, the Department determines the attainment benchmark, which is based on the average marks achieved in each course.

Direct Attainment Assessment:

- The direct attainment of the Program Outcomes (POs) is calculated by taking the average sum of products obtained by multiplying the correlation between Course Outcomes (COs) and POs with comprehensive attainment ratio of COs.
- It is measured through University exams, internal exams, assignments, seminars, class tests
- Results in University exams are given 60% weightage and internal assessment is assigned a weightage of 40%.
- Seminars, workshops, training programs, project works, inter-departmental & interdisciplinary activities, and co-curricular also supplement the entire process.

Indirect Attainment:

- Indirect attainment of POs and PSOs is administrated by the Departments through Exit Surveys of Students and Alumni.
- Students' progression.

Assessment of Course Outcome Achievement:

- Since the distribution of marks per question related to Course Outcomes (COs) is not provided in the final semester examinations, CO attainment for a course is determined using internal examination scores.
- Each question in an internal examination is aligned with the relevant CO.
- For course outcome direct attainment is 80% and indirect attainment is 20%
- An 80% attainment target level is established for COs.

Attainment Analysis:

- The desired attainment level for Program Outcomes (POs) is derived from the Course Outcome (CO) mapping matrix.
- The specified levels of attainment for POs, Program-Specific Outcomes (PSOs), and COs are established for assessment, as follows:

• LEVELS	• OUTCOME ATTAINMENT %
0	Not attained
1	50%-60%
2	60%-70%
3	> = 70%

Corrective Measures:

- Remedial coaching and mentoring
- PTA meetings play a crucial role in supporting students.
- House visits are also made to make a realistic assessment of the background of the students when deemed necessary
- The head of the institution and faculty constantly strive to motivate students
- Motivational talks and alumni interactions are organized to upgrade performance.

File Description**Document**

Upload Additional information

[View Document](#)**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 94.74**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
173	209	160	151	81

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	219	164	153	81

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Xaverian Centre for Research and Innovation (XCRI):

- The Xaverian Centre for Research and Innovation (XCRI) at St. Xavier's College oversees and coordinates various research and development initiatives.
- XCRI serves as a central hub for disseminating information and organizing research-related conferences at national and international levels.
- Over the past five years, students at St. Xavier's College have actively engaged in mini-research projects, fostering a culture of inquiry and exploration.
- The annual Science Exhibition at the college plays a pivotal role in promoting creativity and inspiring further investigation in diverse scientific fields.
- Faculty members actively contribute by participating in and presenting research findings at both national and international conferences.

- The generation and dissemination of knowledge are actively facilitated by faculty members through the delivery of guest lectures and the publication of books.

Indian Knowledge System:

- The institution endeavours to foster an appreciation for the rich heritage of the nation and its diverse knowledge traditions through the promotion of the Indian Knowledge System (IKS).
- The campus houses a medicinal herb garden containing plants extensively utilized in Ayurveda. The college has established connections with a nearby Ayurvedic Treatment Centre for the mutual exchange of resources and knowledge.
- The college advocates for Yoga through the provision of training programs and awareness initiatives.
- The college encourages the cultivation of Indian art forms, such as dance forms, Music and Art

Intellectual Property Right Cell (IPR):

- The XIPR Cell is dedicated to organizing seminars and awareness initiatives on intellectual property rights (IPR).
- It actively promotes, safeguards, and administers the intellectual inspiration of both staff and students.

Incubation Centre:

- St. Xavier's College's Incubation Centre, part of XCRI, cultivates computer knowledge and skills.
- It offers diverse learning opportunities, expert guidance, and collaborative spaces for innovation.
- Activities like mobile and solar assembly empower students with versatile skills, addressing demands for affordable and eco-friendly solutions, paving the way for varied employment opportunities.

Creation and Transfer of Knowledge/Technology:

- Dedicated centres, along with successful partnerships like the collaboration with the Common Service Centre (CSC) Digital India, facilitate effective knowledge transfer. Students actively collaborate with the central Government of India for digital skills training and workshops.
- Noteworthy initiatives, such as a Corporate Social Responsibility (CSR) program on Financial Literacy in collaboration with the National Institute of Security Market & Kotak Securities, showcase the college's commitment to holistic education and social responsibility.
- In collaboration with Haque Educational & Social Welfare Trust, St. Xavier's College organizes a six-month free integrated coaching program for underprivileged students preparing for UPSC, JPSC, and SSC exams.
- St. Xavier's College launched "Xaverian Quintessence," a research journal in 2022-2023, providing a platform for faculty and student research. It encourages self-driven learning and emotional growth.

Xaverian Entrepreneurship Development Cell (XED)/Commerce Club:

- The college promotes entrepreneurship with workshops on planning, finance, and marketing.

- Industry talks, innovation competitions, and practical skill programs enhance entrepreneurial education, while business visits and partnerships bridge academia and industry.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 104

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	18	21	16	22

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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.

Response:

The importance of human resource development and capacity building is well understood by SXCM, which aims to instil positive values in students through its extension activities. These initiatives aim to raise awareness among students about the difficulties that society encounters and motivate them to play an active role in finding solutions. The neighbouring villages hosted additional activities aimed at raising awareness among students about important social issues, which have greatly benefited the overall growth of the students.

Here are the major extension activities undertaken during the last five years:

Principle	Activities	Outcome
No Poverty	<ul style="list-style-type: none"> • Distribution of Blankets in extreme winter for the Suga bandh villagers. • Distribution of clothes collected from the staff and students 	<p>120 families benefitted</p> <p>Created Social responsibility.</p>
Zero Hunger	Distribution of food packets during COVID-19 lock down	<p>15 villages benefitted</p> <p>Created Social responsibility.</p>
Good health and well being	Awareness programmes on communicable diseases to the villages of Gurgutoli, Regai, Beltoli, Jarhatoli, Kurund-Soharpath, Champa, Beharotoli, Rampur, Parhi Nawatoli, Dipatoli, Tuntoli, Harijan Mohalla	Individuals and communities gained a better understanding of various communicable diseases, including their causes, symptoms, modes of transmission, and preventive measures
	Free medical camp organized 6 times in the college for students and villagers.	<p>Increased awareness of health issues, and enhanced well-being within the community.</p> <p>Created Social responsibility.</p>
	Free blood donation	Created Social responsibility.
	78 units were collected and donated to Blood Bank of Latehar.	
	<ul style="list-style-type: none"> • Vaccination drive during COVID-19 • Distribution of masks, sanitizer were given to the 	<ul style="list-style-type: none"> • Created Social responsibility. • Increased protection against the virus, and

	to the adopted villages.	improved hygiene practices within the adopted villages.
Quality Education	Adoption of village schools. Distribution of education tools-books and pencil bag	Improved educational materials, expanded learning resources, and increased educational increased adopted village children. Social Responsibility
Gender Equity and empowerment	Awareness Campaign on: <ul style="list-style-type: none"> • International Women's day • International girl child day • Combating Sexual Harassment • Legal Awareness 	Helped to sensitize the villagers of Gurgutoli, Regai, Beltoli, Jarhatoli, Kurund-Soharpath, Champa, Beharotoli, Rampur, Parhi Nawatoli, Dipatoli, Tuntoli, Harijan Mohalla, Rajdanda about the gender inequality and providing knowledge and information.
Clean water and Sanitation	<ul style="list-style-type: none"> • Swatch Bharat Initiatives • Swachh Bharath Pakwada • Cleanliness Drive • Plastic free village • Cleaning the river campaign 	Helped to generate awareness and overall wellbeing of he communities in Gurgutoli, Regai, Beltoli, Jarhatoli, Kurund-Soharpath, Champa, Beharotoli, Rampur, Parhi Nawatoli, Dipatoli, Tuntoli, Harijan Mohalla. Green initiative
Affordable and clean energy	Energy conservation Campaign	Enriched knowledge among villagers, fostering a community committed to sustainable practices and reducing the usage of filaments for a cleaner and eco-friendly environment.
Climate Action	Massive tree plantation in the villages of Gurgutoli, Regai, Beltoli, Jarhatoli, Beharotoli, Rampur, Dipatoli, Tuntoli, Harijan Mohalla, RajdandaPutrungi,	Created awareness on green environment
Life on Land	Awareness programme on waste management, Earth day Gurgutoli, Regai, Beltoli, Jarhatoli, Kurund-Soharpath, Champa, Beharotoli, Rampur, Parhi Nawatoli, Dipatoli, Tuntoli,	Promoted Green Initiatives

	Harijan Mohalla	
Partnership for goals	Survey and awareness programme at adopted villages	Social Responsibility

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

In ensuring student engagement in social causes, SXCM utilizes diverse channels like NSS, Eco-Club, AICUF, YRC, all departments, and associations. These avenues support activities spanning skill development, social outreach, environmental initiatives, Swachh Bharath, gender awareness, free health camps, and academic outreach. Recognizing institutional extension efforts, the following awards affirm our commitment to social development.

Period	Name of the Award	Award Details	Awarding Bodies
2018-19	Certificate of Appreciation	Best College Award- Blood Donation	Nilamber- Pitamber University
		Mega Health Camp	Mukhiya-Regain panchayat
		Village Outreach Program	SDO, Mahuadanr
		Financial Literacy Awareness Program	State Bank of India, Mahuadanr
	Community service certificate	Village Outreach Programmes	Local governing bodies (Pramukh)
2019-20	Community service certificate	Free food supply during COVID-19	Sub-divisional Administration
		Swatch Bharat Initiatives	SDO. Mahuadanr
		Village Outreach Programmes	Local governing bodies (Up- Pramukh, Mukhiya)
		Blood Donation Camp	Carmel hospital, Mahuadanr
	Certificate of appreciation	Swatch Bharat Initiatives	BDO, Mahuadanr
2020-21	Certificate of appreciation	Swatch Bharat Initiatives	SDO, Mahuadanr
		COVID help	SDO, Mahuadanr
		Vaccination Drive	SDO, Mahuadanr
		COVID help	MLA, Manika
	Community service certificate	Village Outreach Programmes	Local governing bodies (Jila Parishad, Pramukh, Up-Pramukh, Mukhiya)
2021-22	Community service	COVID-19 Vaccination	Sub-divisional

certificate	Camp	Administration
	Blood Donation Camp	Sub-divisional Administration
	Village Outreach Programmes on various Social Issues	Sub-divisional Administration
	Village Outreach Programmes/ Extension Activities	Local governing bodies (Pramukh, up-Pramukh, Mukhiya)
District green champion award	Swachhta Action Plan	Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India.
Certificate of Appreciation	Extension Activities	MLA, Manika
	Swatch Bharat Initiatives	SDO, Mahuadanr
	Gender Sensitization	BDO, Mahuadanr & Block Pramukh
	Educating Economically Weak Students	Bishrampur School
	Mega Medical Camp	Government Hospital Mahuadanr
	Village Adoption	Block Development office, Mahuadanr
	Traffic Awareness Program	Office-in-charge, Police Station, Mahuadanr
	Vaccination Drive Program	Medical Officer, Government Hospital, Mahuadanr
	Academic Development Program	St. Joseph's +2 School, Mahuadanr
	Academic Development Program	St. Michael High School, Mahuadanr
	Extension Activities in the adopted villages	NSS Coordinator Nilamber-Pitamber University
	Free Health Camp	NSS Coordinator Nilamber-Pitamber University
Certificate of Participation	NSS Orientation-cum-Leadership Training Workshop (Ms. Neha Rani Lakra)	NSS cell of NPU & Banwari Sahu Mahavidyalaya, Latehar
2022-23 Certificate of Appreciation Certificate	Free Health camp	Government hospital Mahuadanr
	Blood Donation camp	Medinirai medical college

		and hospital Palamu
Certificate Participation	of Clean India Campaign 2.0 Awarded to Mr. Raja Ram Ravi (student)	Regional directorate of NSS, Patna, Ministry of Youth Affairs and sports.
Certificate Appreciation	of NSS, Extension Activities Educating Economically Weak Students	MLA, Manika Rajakiyakrit Kanya Vidyala Regai, Beltoli, Kurund, Rampur, Rajdanda, Dipatoli, Tuntoli, Harijan Mohalla, Asnari
	Gender Sensitization	District Women and Child Development office, Latehar
	Swatchh Bharat Initiatives	SDO, Mahuadanr
	National Tobacco Control Program	Civil Surgeon, Latehar
	Plastic Free Campaign	Block Development Office, Mahuadanr
	Road Safety Program	Office-in-charge, Police Station, Mahuadanr
	Vaccination Drive Program	Medical Officer, Government Hospital, Mahuadanr
	Distribution of Albendazole Tablets	Medical Officer, Government Hospital, Mahuadanr
	Digital Banking Awareness Program	State Bank of India, Mahuadanr
Community Service Certificate	Village Outreach Programmes	Local governing bodies (Pramukh, up-pramukh, Mukhiya)

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 39

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	2	4	15

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration**3.5.1**

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

Response: 37

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

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.)

Response:

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. The college has installed security cameras in the campus. Solar panels of 42 kilowatt green energy have been installed for continuous supply.

a) Teaching-Learning

Classrooms:

The Teaching-Learning needs of 13 UG programmes are fulfilled by the college. The Academic infrastructure includes:

- 30 Class rooms with comfortable seating and fans
- 1 Conference Hall
- 2 Lecture Theatres
- 1 Auditorium with state –of –the –art facility

Laboratory Facilities:

- 3 Science labs
- 1 Geography lab
- 1 Herbarium room *cum* Museum
- 1 Dark Room

Computing Equipment:

- Laptops
- Desktops

b) ICT Facilities

The ICT facilities of the college include

- 10 ICT enabled class room with LCD Projectors
- 1 Smart board Class room
- 1 Computer lab
- 1 Language lab
- All departments with desktops with internet facility
- Wi-Fi enabled campus
- Library management software (KK bill pro Software)

Other Facilities Include:

- Reprographic facilities
- E-resource centre in the library
- Counselling Centre
- IQAC office
- NSS Office
- Functional Units of Innovation Cell
- Botanical Garden
- Mushroom Cultivation Facility
- Infirmary
- Guest Room

Cultural Facilities:

- A solar powered sophisticated Auditorium with a seating capacity of 1500, equipped with LASER projector and a high-tech sound and light system, furnished with TAP Acoustic Panels, Fan formed with a slanting roof and a slanting floor, and naturally air-conditioned with a high ceiling.
- The inner courtyard with a stage capacity 100 is used for staging variety of cultural events.
- A multipurpose room for the practices of cultural activities.

Sports Facilities:

- 1 Basketball Court
- 2 Volleyball Courts
- 1 Badminton Court
- 1 Hockey Ground
- 1 Cricket Ground
- 2 Football Grounds
- Indoor Games -Table Tennis, Chess, Carrom
- 1 Gymnasium

Yoga Centre: The institution often provides Yoga training and practice for the students, teaching and non-teaching staff. The International Yoga Day is celebrated every year on 21st June.

The college is Divyangjan friendly campus with ramp, disabled friendly washroom and wheel chair. Canteen facility, Girls Hostel and Hostel for teaching faculties are located within the college campus. A

separate Girls common room,Boys common room, Water filters and Parking facilities are available in the campus.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 15.21

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.03	0.54	1.302	2.51	3.77

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library with a total area of 3600 sq. ft is having a collection of 8357 books, academic journals, magazines, periodicals and access to online resources. The library has been separated into three areas which include students reading area, faculty reading area and book shelves. It has a seating capacity

of 80 students and 15 faculties. The timing of library is from 8.00 am to 4.00 pm on all the working days. The books are classified using Dewey Decimal classification. Library has second version of Library management software (**KKBillpro Software**) installed on 20/03/2021. It works on offline mode and runs on LAN cables. Books are indexed, categorized according to programmes and subjects. The library has the subscription of INFLIBNET N-LIST which provides access to 6000+ e-journals and 199500+ e-books. The Free internet service is provided in the library and currently 4 PCs have been installed for students to access online resources. The computers are installed for searching library books. In the software students can see the details of books by title, author, and subject. A suggestion box has been installed in the library and the grievance/ suggestion is taken into consideration by the Librarian. The Library Advisory Committee with the Principal as Chairman, Librarian as Secretary, Department Heads as nominated members, function as an important body to take decisions on policy matters, services, facilities and other matters related to the library. The library has continuous supply of power, in case of emergency the generator power is extended to the library.

Details of Library Automation	Name of ILMS software	KKbillpro Software
	Nature of Automation	Automated
	Server Version	2.0
	Year of Automation	2021

Infrastructure of Library

E-resource Centre:

Library Resources	Name of the Resources	Number
	Print books	8357
	E-books	199500+ e-books (NLIST)
	Dictionaries	27
	Journals	62
	E-journals	6000+ NLIST
	E-Reference books.	3955
	Magazines	19 per month
	Newspaper	5 Subscribed
	Reference books	1200

Best Practices of Library:

- Orientation for students to use online e-resources and library facilities
- Best Library User Award (Every year)
- Library Week Celebration
- Displaying new books arrivals and circulating a list of those to departments
- Displaying new Magazine
- **NDLI (National Digital Library of India)**- Students access e-books through this website. Students participate in educational programmes conducted at NDLI Club and they get certified from this website
- **N-LIST (National Library and Information Services Infrastructure for Scholarly Content)**- Students access e-journals and e-books through this website

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college maintains a regularly updated IT infrastructure supporting teaching, learning, assessment, and administrative functions. The college has a comprehensive IT policy aimed at achieving accessibility, inclusion, security and ensuring legal and appropriate use of the IT infrastructure provided on campus. There are 100 computers in Computer lab, Language lab and Library for the student's usage and 6 Wi-Fi routers. Internet is made available for all workstations at 10 Mbps using Jio Internet leased line and 100 Mbps using Jio Airfiber. All workstations are protected by an approved anti-virus function. There are 10 classrooms equipped with Projectors and 1 Smart board classroom. There are separate computers for the administrative office and IQAC. The library has 4 computers which have been installed for the student for using the e-resources. There is also a separate Wi-Fi for the library.

- Every department is equipped with one Desktop and six laptops for the use of Faculty for the academic as well as administrative works.
- Library management software was installed on 20/03/2021. The college library is an active member of INFLIBNET which provides free access to a large number of books. The college website and multimedia facilities were inaugurated on 29/11/2017 and Biometric punching system for the staff was installed on 26/07/2018.
- In response to the challenges of COVID-19 and the sudden transition to online teaching and learning, the College reviewed and amended its IT policy and took the necessary steps to upgrade IT equipment.
- The college has its own YouTube channel for broadcasting both academic and non-academic programmes. The institution's website and social media platforms such as Twitter, Facebook, Instagram and institutional YouTube help the educational institution to create coherence with all stakeholders. CCTV surveillance has been installed at all strategic points in the campus.

Item	Prior to 2018	Upgradation during 2018-2023
Computers	37	100
Wi-Fi Hotspot	NIL	6
ICT enabled Class rooms	6	10
Smart Class rooms	NIL	1
Campus under CCTV	NIL	36

surveillance		
Internet bandwidth	0	10 Mbps and 100 Mbps
Projectors	6	10
Printers/Scanners	8	10
LCD TV	0	2

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 7.81**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 32.34**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
5.122	2.98	3.903	9.50	8.59

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 70.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
589	580	438	526	166

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 63.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
585	499	437	298	253

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 52.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	70	117	105	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
173	209	160	151	81

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	5	5

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 27.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	18	30	21

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

St. Xavier's College has a registered Alumni association named 'MOXA' (Mahuadanr Old Xaverian Association) with the Society ID 18044. The association's Chairperson is the principal of the college. MOXA aims to maintain and foster friendly relations, disseminate information, and promote bonding between former and present Xavierians, supporting the mission and vision of the college. The alumni Association functions through the WhatsApp group (MOXA) on a daily basis, ensuring connectivity with the alumni. MOXA members engage, execute, and enhance various academic, curricular, and extracurricular activities of the Association. The Association serves as a focal point, bringing all alumni together on a single platform to develop synergistic plans and aid in improving institutional endeavors in the long run. The college has shaped many alumni into educationists, managers, entrepreneurs, teachers, etc.

Highlights:

- Annual Alumni Reunions: We proudly host a yearly gathering to celebrate and reconnect with our valued alumni.
- Ongoing Alumni Engagement: Our Alumni Club convenes regular meetings to maintain strong bonds with our graduates.
- Yearly Alumni Activity Plan: We develop and execute an exciting Annual Alumni Activity Plan, brimming with engaging events and initiatives each year.

Alumni Contributions:

The Alumni Association, MOXA, undertakes various enterprises, both academic and non-academic, to render its support to the institution. The initiatives include:

Financial Support: Academic

Alumni acknowledge and honor university and class toppers by awarding them cash prizes.

Financial Support: Non-Academic

They take the initiative to organize sports events and offer prizes to the champions.

Financial contributions from alumni play a crucial role in supporting a range of events, including College day, science exhibitions, sports day, cultural events etc.

Their generous donations include the provision of water filters, benefiting both students and staff.

Non-Financial Support: Academic

- Distinguished alumni actively participate as members of the Internal Quality Assurance cell, contributing to the college's academic excellence.
- Alumni generously share their expertise as resource persons, providing valuable insights on career options, corporate culture, expectations, organizational dynamics, and the challenges encountered in the workplace.
- Alumni feedback on the curriculum significantly enhances the effectiveness of curriculum

delivery.

- Accomplished alumni are invited as Special Guests, sharing their transformative experiences from their time at the college and delivering inspirational talks to motivate current students.

Non-Financial Support: Non-Academic

- The Association collaborates closely with the college administration, actively engaging in a wide range of activities, including Sports day, Youth Festival, Free Medical Camp, National and International Days of significance, and National Science Day.
- Distinguished alumni play a pivotal role as judges during events organized by the college and its various departments, providing their expertise and insights.
- Alumni take the lead in organizing various student competitions, including academic, cultural, and sports events, nurturing talent and promoting holistic development among the student body.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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.

Response:

The college's Vision and Mission are dedicated to elevating Mahuadanr and its tribal environs. To achieve this goal, the institution provides comprehensive higher education and ensures continual institutional growth.

Administration and Governance:

St. Xavier's College, Mahuadanr has adopted a decentralized mode of governance safeguarding the operational autonomy of the following bodies:

- The Governing Body, led by the college president and with the Principal as the executive head, includes a staff representative, a university representative, and an eminent educationist, the local honorable Member of Parliament, and the sub-divisional officer of the district.
- The managing committee consists of the principal, Jesuit staff, and the IQAC coordinator.
- The Administrative Council, comprising the Principal, Vice-Principals, IQAC Coordinator, Administrative staff, and Controller of Examination.
- The formation of statutory committees and cells within the institution includes the establishment of the Staff Council, HODs Forum, IQAC (Internal Quality Assurance Cell), Student Council, and Student Quality Assurance Cell, as well as the Alumni Association.

Sustained Institutional Growth:

St. Xavier's sustains the institutional growth rooted in the vision, mission and motto through the following measures:

- Extension and outreach activities
- Internship and field trips
- Departmental research projects
- Industry-Institution interaction with industries and academic institutions through MoUs
- Student exchange and faculty exchange programmes
- Expansion of Infrastructure and Green practices
- Mentoring and counselling
- Student friendly pedagogy by educators and professionals

NEP Implementation:

Institution aligns with NEP curriculum directed by the affiliating University, implementing key areas for comprehensive education reforms.

- Implementation of the **ABC** system
- Students are encouraged to practise **blended learning through MOOC** programmes
- Incubation Center under the **XCRI** nurtures entrepreneurs with skill development
- The institution integrates the **Indian Knowledge system** into the curriculum
- Institutionalization of **OBE**
- Augmenting **ICT** infrastructure

Decentralization and Participatory Governance:

The decentralized mode of governance aims at decentralized, networked administrative execution. Participatory governance promotes the operational autonomy of the following bodies:

The Governing Body's resolutions are implemented by the Management.

- Administrative Council implements decisions on college growth, expansion, and proposals from HoDs, Faculty representatives, and Coordinators for implementation
- IQAC initiates quality projects
- Department Heads lead with effective plans
- Students' Council and Student Quality Assurance Cell adhere to valid student community requirements.
- Teachers' In-charge of Clubs, Cells, and Committees incorporate stakeholder suggestions
- The Finance Officer oversees various financial aspects

College events showcase decentralized and participative management, evident in planning and execution. Examples include the Decennial Jubilee, Auditorium Inauguration, Science Exhibition, etc.

Deployment of Perspective Plan- Accomplished Proposals:

1. The institution has acquired 2(f) status from UGC
2. Active participation in NIRF ranking
3. Implemented Outcome Based Education
4. Started 37 Certificate Courses
5. Signed 50 MoUs with other institutions
6. Conducted Professional Development Programmes
7. Divyangjan friendly campus
8. Constructed ICT-enabled classrooms
9. Library facilities have been upgraded
10. Internet connectivity through a satellite network
11. A multipurpose auditorium with a seating capacity of 1500
12. A comprehensive CCTV system is installed to ensure total security in the college
13. Installation of 42-kilowatt solar energy producing system
14. Well-established canteen facilities

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic Plan Deployment:

The institution's perspective plan outlines objectives in two key areas:

- Academic and Collaborations
- Infrastructure and Facilities

The following proposals outlined in the Strategic Plan for 2018-2033 have been successfully executed:

Academic and Collaborations:

1. The institution obtained 2(f) status from UGC
2. Participation in NIRF ranking
3. Automation of library and upgrading of the library facilities
4. Gained ISO certification
5. 10 ICT-enabled classrooms with LCD Projectors
6. Construction of a grand auditorium
7. Appointment of a computer teacher
8. Setting up Vermi compost pits
9. Setting up of Herbarium
10. Upgrading of science lab
11. Increase in the strength of students
12. Setting of separate offices for NSS, AICUF, YRC
13. Summer training programs
14. The institution gained 50 MoUs
15. Faculty Exchange Programmes promoted with other institutes of repute
16. Mentor-mentee system institutionalized
17. Regular conduct of Annual Academic and Administrative Audit

Infrastructure and Facilities:

1. Setting up a full-fledged CCTV Camera
2. 42 kilowatts solar energy producing system installed

3. Internet facility through a satellite network
4. Playground facilities for football, basketball, cricket, and hockey
5. Well-established canteen with seating
6. Construction of rainwater harvesting tanks
7. Completion of the compound wall and two-lane entry roads
8. Establishment of a Café for online office purpose
9. Extension of the Vehicle Parking Area
10. Preserving the Pond ecosystem
11. Setting up a Mic System for huge classes
12. Regular conduct of Gender, Green, Environment, and Energy audit

Policies and Procedures:

The college adheres to clearly defined and comprehensive policies and procedural guidelines aligned with the statutes, guidelines, and policies established by the Government, Nilamber-Pitamber University, the Management Committee and the Governing Body. The Quality policy is rooted in the institutional Vision and Mission, while the Policy Documents outline the benchmarks and principles of the institution.

Administrative Set Up:

- The College President is the highest authority in the institution.
- The Governing Body, led by the President, functions as the supreme decision-making entity.
- The principal serves as the executive head, with assistance from the Vice-Principal.
- The HoDs forum makes the decisions on academic matters strictly following the UGC and University guidelines. These decisions are implemented by every department and ensure academic excellence.
- The IQAC formulates the quality policy, and its approval is sought from the Administrative Council from time to time, especially at the beginning of every academic year.
- Department Heads are responsible for overseeing academic activities within their respective departments.
- Faculty members play a role in administration, representing various statutory and institutional bodies, clubs, and cells.
- The Student Council operates based on the needs of the student community.
- The administrative staff supervises and manages the operations of the administrative office.

Appointment and Service Rules:

The institution diligently complies with State Government, University, and UGC regulations. Faculty selections are guided by the Governing Body's committee and administrative approval. Non-teaching staff appointments strictly adhere to government university regulations. Recruitment processes involve dual-language newspaper advertisements and a selection panel, approved by the Governing Body, including a university representative.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2***Institution implements e-governance in its operations***

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System:

St. Xavier's College, Mahuadanr, has implemented an objective, effective, and transparent Performance Appraisal System in alignment with the institution's vision and mission. This system serves as a structured framework for assessing individual achievements, identifying areas for improvement, and recognizing exceptional work across the teaching faculty and non-teaching staff.

Faculty Appraisal:

- Internal Appraisal includes a Performance-Based Appraisal System that identifies individual strengths, weaknesses, and training needs.
- External Appraisal focuses on Grievance Redressal platforms and feedback from students and alumni, providing faculty members with valuable insights for self-assessment.
- Department mechanisms, such as Staff Meetings and Department Action Plan, ensure faculty progress aligns with institutional goals.

Non-Teaching Staff Appraisal:

- The appraisal system for non-teaching staff evaluates performance in harmony with the institution's vision and mission.
- Criteria range from professional competence to personal potentialities, with the principal appraising and Governing Body overseeing the process.
- Student feedback and stakeholder suggestions contribute to the evaluation process.

Statutory and Non-Statutory Welfare Schemes:

- The college implements statutory welfare schemes, including Provident Fund, Gratuity, Earned Leave Encashment, Maternity Leave, Medical Leave, and provides medical facilities. Additionally, staff members enjoy benefits such as Leave with Pay and incentives for attending seminars, conferences, refresher courses, and orientation programs.
- Furthermore, non-statutory welfare schemes surpass legal requirements by offering preferences for admission to staff members' children, fee concessions, medical facilities, financial support, and various incentives. These initiatives contribute significantly to cultivating a positive work environment.

The Career Development and Progression:

- Duty leave is provided for presenting research papers thrice in an academic year, participating in Ph.D. programs, and engaging in faculty training programs, which support career development, including orientation programs and refresher courses.
- The commitment to nurturing talent is evident through crash courses in computer basics for administrative staff, career progression programs, and encouragement for faculty to enrol in Ph.D. programs.
- Faculty attend seminars, earn recognition presenting research papers at workshops.
- Institution prioritizes continuous development, ensures faculty joins ongoing training for updates.
- Faculty members are also encouraged to participate in post-research programs, such as seminars, conferences, and workshops, to enhance their research experience.
- The institution promotes innovation, creativity, and participatory teaching through well-organized events hosted by reputable higher educational institutions.

Additional Benefits and Facilities:

- The College provides desktop and Wi-Fi connectivity at the department level, access to a gym, internet, and free Wi-Fi on campus, staff quarters, security services, identity cards, photocopy services, sports facilities, and a biometric system for attendance and leave automation.
- The auditorium and conference hall are available for family functions for free of cost, fostering a supportive work environment.

Acknowledgment:

- The institution recognizes and appreciates faculty members' research work through high-quality publications over the academic year
- Annual sports and games, picnics, Teachers' Day celebrations, farewell programs, multicultural festival celebrations, two sets of uniforms for domestic staff, and a proactive Grievance Redressal system further contribute to a positive and inclusive work culture at St. Xavier's College Mahuadanr.

File Description	Document
Upload Additional information	View Document

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

Response: 47.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	16	12	17	17

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 104.09

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	20	20

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Funding sources of the college:

The students' tuition fee is the major source of income for the Institute. Contribution from the parent body HJES (Hazaribag Jesuits Education Society) for infrastructural Development. Savings Account are the other internal resources. Sponsorships are sought from individuals and corporate for cultural events and fests. Alumni contributions serve as a boost for students to excel.

The institution has strategies in place for mobilizing and optimizing the utilization of resources and funds from various sources. It has various committees to trace and use the funds in an optimal way.

- The Planning Committee comprising the Principal, Vice-Principal, IQAC Coordinator, Finance Officer and HoDs conduct annual financial planning and prepares and annual budget as per the requirements.
- The Purchase Committee headed by the Vice Principal monitors various purchase tenders and disbursement of funds of approved projects.
- Fund mobilization committee ensures a transparent and well-planned financial management system to mobilize and manage funds/grants received from various sources, for the activities described below:

1. Infrastructure: Funds enhance campus structures, including construction, renovation, and modern technology investments.
2. Student Welfare and Academic Support: Scholarships aid students; academic resources, technology upgrades.
3. Salary Component, Staff Professional Development, and Staff Welfare: Competitive staff salaries; funds allocated for professional development, welfare, and recreational activities.
4. Extension and Outreach Programs: Funding supports community engagement, educational events, and collaborations with local communities.
5. Regular Maintenance of Buildings, Classrooms, and Facilities: Regular upkeep ensures a safe learning environment, with emergency repair funds available.
6. Research and Mini-Projects: Financial support for faculty-led research and procurement of necessary resources for projects.
7. Lab Equipment Purchases, Furniture, and other Development Expenses: acquisition of lab equipment, furniture, and funding for development expenses, including technology upgrades.
8. Travel Grants: Faculty receive travel grants for research paper presentations or conference attendance, subject to fund availability, nationally or internationally in India.
9. The finance committee oversees optimal fund utilization for both recurring and non-recurring expenses.

Financial Audit:

Institution has an effective mechanism for internal and external financial audits. The college has been maintaining transparency in financial management by internal and external auditing of all financial transactions at periodical intervals in adherence to the guidelines of HJES.

Internal Audit:

The institution has its own internal audit mechanism whereby books of accounts are scrutinized by the internal Auditor (Treasurer) assigned by the management of the college. Institutional internal audits are conducted quarterly by the internal financial committee and submitted to HJES Treasurer, the parent body.

External Audit:

The institution also carries an elaborate external audit annually. The management and Governing Body of the Society approve and appoint the external auditor Mr. Ajay Kumar Pandeya (Partner, Membership No.410889, FRN-000135C). The Institute has maintained the highest level of transparency in all financial transactions. It may be seen from the audited report that all the financials transactions are carried out as per the standard norms. The audited reports are uploaded to the college website as per UGC norms.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC (Internal Quality Assurance Cell) assumes a critical role in establishing systematic quality assurance strategies and processes within the institution. This ensures the effective operation and execution of teaching and learning procedures, organizational structures, operational methodologies, and learning outcomes at scheduled intervals. The IQAC also observes and acknowledges the ongoing enhancements subsequent to the initial accreditation cycle, including progressive improvements in IT facilities and infrastructure augmentation.

IQAC's Quality Assurance Initiatives are listed below:

Quality Assurance Initiatives:

- Maintains Student, Teacher, and non-teaching faculty database
- Enhances curriculum with Add-on/Certificate Courses
- Directs Year Plan preparation by each department/club/cell with qualitative inputs
- Tracks and records curricular, co-curricular and extra-curricular activities of the institution
- Streamlines the documentation process as per the NAAC requirement and
- Onward submission to appropriate authorities and other ranking agencies.
- Monitors and documents:-
 - Student Progression for higher education/Placement
 - Student's Scholarship details
- Ensures Stakeholder feedback collection and its analysis for improvements
- Organizes Orientation/Training/workshop Programmes for students, Teachers and supporting

staff

- Undertakes Administrative and Academic Audit, Energy, Environment and Green Audit
- Institutionalized Youth Festival and Xaverian week, which are dedicated week-long programmes based on focused themes

IQAC's Review Mechanisms

1. Teaching-Learning Process:

- Prepares Academic Calendar with Comprehensive Year Plans of activities / exam schedules
- Ensures the implementation of the Teaching Plan via teachers' diaries, aiding in the assessment of classroom performance and faculty achievement of desired outcomes.
- Introduces Performance Based Appraisal System of teaching and supportive staff -collection and Analysis
- Student's feedback and Annual Stakeholder Feedback -General and Curriculum including collection, analysis and communication to higher authorities for corrective measures

2. Structures and Methodologies of Operations:

- Academic and Administrative audit – internal and external since 2017
- Energy, Green and Environment Audits
- Audit recommendations are communicated to concerned departments
- IQAC monitors post- audit corrective measures
- Assessment of departmental progress reports in both academic and extracurricular activities.
- Effective operation of the mentoring system
- Remedial System

3. Learning Outcomes:

- Introduced Outcome Based Education
- Departments develop POs, PSOs, and COs with IQAC's guidance
- Semester –wise and overall result analysis followed by corrective measure after results are published
- Orientation/ training Programme for students /faculty and non-teaching staff improve their efficiency and professionalism
- Department's Review Mechanism identifies advanced learners, slow learners and conducts suitable programme for them

Incremental Improvement after the First Cycle of Accreditation (2018-2033)

- Introduced 37 add on courses
- UGC recognition
- NIRF & AISHE participation
- District Green Champion Award
- Award for extension activities
- Annual submission of AQAR
- MoUs with prestigious educational institutions
- Quality Annual audits: Academic & Administrative Audit, Green Audit, Environment Audit,

Energy Audit and Gender Audit

Incremental Improvement in IT Facilities:

- Addition of 1 Language Lab
- 30 % classrooms are ICT enabled
- 3 Wi-Fi hubs for students on campus
- Computers increased from 18 to 100
- Language Lab, Smart board for efficient teaching-learning

Infrastructure Augmentation:

- Construction of Boundary wall
- Construction of Auditorium with a seating capacity of 1500
- Installation of Solar Panels with 45 kW
- Automation of Library was done through ILMS

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

St. Xavier's College conducts systematic Gender Audit annually, which rigorously assesses the institution's policies and practices with the goal of revealing and rectifying gender disparities. This thorough process encompasses data collection on gender distribution, policy evaluation, engagement with stakeholders, and data analysis to pinpoint and redress gender inequalities within the organization.

The College recognizes the importance of gender equity and sensitization in and implements the same in curricular and co-curricular activities. It supplements the same by providing several facilities equally for men and women on campus.

Gender-Sensitive Curricular Practices

Inclusive Course Content: St. Xavier's College ensures that the curriculum is inclusive, free from gender bias, and incorporates diverse perspectives on gender-related issues. This may involve analyzing gender dynamics, women's contributions, and gender-sensitive literature.

Sensitization Workshops: The institution conducts sensitization workshops for faculty and students to raise awareness about gender-related topics, promoting understanding and respect among all members of the campus community.

Gender Studies Programs: St. Xavier's College offers specialized programs or courses in gender studies, enabling students to explore gender-related issues in-depth and fostering a more inclusive educational experience.

Promotion of Women in Science and Technology: The institution actively encourages and supports female students to pursue careers in the fields of science and technology, where women are traditionally underrepresented. This is achieved through active participation in science exhibitions that showcase new technologies and their advancements.

Gender-Inclusive Co-Curricular Activities

Gender-Equity Cell: The College has established cells and organizations that are open to all students, regardless of gender, promoting unity and inclusivity.

Awareness Campaigns: Students and staff at St. Xavier's College organize awareness campaigns,

events, and seminars on gender-related issues to engage the campus community in discussions about gender equity and sensitivity.

Empowerment Programs: The institution offers programs and workshops that focus on leadership and empowerment for women, equipping them with the skills and knowledge needed to succeed in various fields.

Facilities for Women on Campus

Safe and Inclusive Environment: St. Xavier's College ensures that the campus is safe and welcoming for women with 24x7 security guards, entire campus under CCTV surveillance, and a zero-tolerance policy for gender-based harassment.

Women's Hostels: The College provides secure and comfortable hostel facilities for female students and staff, offering a supportive environment for both academic and personal growth.

Health and Wellness Services: Accessible healthcare and counselling services are available to address the specific health and wellness needs of women on campus.

Support for Work-Life Balance: St. Xavier's College recognizes the importance of work-life balance and provides flexible schedules to support female faculty and staff.

Mentorship and Support: The institution fosters a culture of mentorship and support for female students, faculty, and staff, ensuring that they have access to guidance and resources to excel academically and professionally.

Gender-Responsive Facilities: Restrooms, Girls common room, dressing rooms, and other facilities are designed to cater to the specific needs and privacy of women on campus.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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)

Response:

St. Xavier's College, Mahuadanr, prioritizes preserving its diverse fabric, encompassing cultural, linguistic, and socio-economic differences. The institution promotes unity, embracing the nation's heterogeneous nature. Recognizing the pivotal role of education, it fosters inclusivity, tolerance, and harmony among students of varied backgrounds.

Diversity & Inclusion:

SXCM promotes diversity and inclusion through its admission policy. The faculty from different cultural and regional and ethnic background is a reflection of the institutional policy on diversity.

Affinity Groups and Student Organizations:

SXCM has student-led affinity groups, clubs, and organizations that offer safe and welcoming space for students to connect with peers who are from diverse cultural, regional, linguistic, or communal backgrounds.

Cultural Awareness Events:

SXCM frequently organizes cultural events, festivals, and lectures, to celebrate cultural richness and promote diverse cultural knowledge. The college celebrates the major feast like Diwali, Christmas, Karam, Holi, and Muharram.

Inclusive Hostel and Facilities:

SXCM provides accessible and inclusive hostel facility to accommodate students irrespective of their Caste, Creed, Ethnicity and physical condition creating accessible and welcoming environment for everyone.

Reporting System on Biased Treatment:

SXCM has an Internal Complaint Cell to which incidents of bias, discrimination and harassment are reported. Grievances are monitored by the coordinator of the cell and the matter is presented to the committee and the action is taken according to the stated policy of Code of Conduct through the head of the institution.

Communal Harmony:

SXCM promotes communal harmony through different programme such as inter religious gatherings, inter religious dialogue etc.

Campus Ambiance Surveys:

SXCM conducts regular campus ambiance surveys to evaluate the experiences and perspectives of students, faculty, parents, and staff. This helps identify areas for improvement in an ongoing effort to promote inclusivity.

Language and Communication:

Every language is respected and valued in the college premises. On the cultural celebrations and social events students have the liberty to use any language for singing and entertainment. It celebrates various events related to language days for the same purpose.

To sensitize students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens we employ a range of strategies and initiatives:

Education on Constitutional Duties and Obligations:

Students are instructed in constitutional duties and obligations as integral components of the university curriculum.

Workshops and Training:

SXCM conducts regular workshops and training sessions for students and employees, focusing on the constitution, its values, and the rights and responsibilities of citizens. These sessions involve discussions, case studies, and practical exercises to deepen understanding.

Engagement with Experts:

SXCM invites experts, legal professionals, and community leaders to speak on constitutional topics, providing real-world insights and perspectives on constitutional values and the importance of citizen engagement.

Constitution Day Celebrations:

SXCM observes Constitution Day every year by way of holding seminars, discussions, and activities that highlight the significance of the Constitutions.

Promotion of Voting and Civic Engagement:

SXCM encourages students and employees to enrol themselves as voters and exercise their franchise in the state and national elections.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:**Best Practice 1****Title of the Practice: Xaverian Community Care****Objectives of the Practice:**

- To create ample opportunities to translate learning into service
- To contribute to the nation's development
- To build a knowledgeable and healthy
- To inculcate the spirit of self-reliance through service

The Context:

SXCM has adopted 11 neighbouring villages, each having a village school. SXCM reaches out to these villages and schools under the banner of Xaverian Community Care to conscientize the villagers about health and hygiene, gender disparity, and many other social evils like alcoholism, superstition etc; and to the schools to motivate and teach the students; thus, to transform community.

The Practice:

Each department prepares a schedule to visit adopted villages and schools. During each visit about 5 to 6 students visit the schools to teach speaking skills, listening skills, writing skills, reading skills, fundamental operation of mathematics, essential life skills and the rest of the students conduct various awareness in the villages to address the social evils such as superstition, alcoholism, poverty, drug addiction etc.,

Awareness programmes on organic farming, soil protection, deforestations, climate change are also conducted by the students in the village.

Evidence of Success:

Community engagement initiative of SXCM has produced remarkable results. They have embraced better health and hygiene practices and have adopted healthier daily habits, leading to a noticeable control in disease prevalence. Simultaneously, our cleanliness campaigns have transformed villages into cleaner places with more pleasant environment as result of significant reduction in litter and waste.

- On the environmental front, our programs have inspired eco-friendly practices, such as organic farming and reduced plastic use, contributing to the protection and conservation of trees and the environment.
- As result of the awareness programmes, the villagers are taking proactive steps to address social evils.
- Students in adopted schools have improved in academic and life skills, evident in competitions and academic performances.

Problem Encountered and Resource Required:

In its efforts to practice Xavierian community care, SXCM encountered practical problems such as:

- Initial resistance of the villager to adopt new practices and ideas.
- Lack of availability of villagers due to their work engagements and college schedule for community engagement.
- Lack of accessibility to adopted villages and schools due to bad roads, unavailability of transportation.

Thus, SXCM felt the need of resources such as:

- Trained community social workers.
- Organizing such comprehensive programmes needed resources, including funds, materials, and manpower.
- Fund raising efforts, sponsorships, and grants to secure the necessary funds.
- Vehicles for transportation.

Best Practice-2

Title of the Practice- Xaverian Transition and Development

Objectives of the Practice:

- To develop self confidence
- To develop interpersonal and communication skills
- To give sense of belonging and self-assurance
- To help embrace new challenges with confidence

Context:

St. Xavier's College Mahuadanr is a self-financed college located in a rural area, catering to the educational needs of economically and socially neglected communities. An overwhelming majority of the students who enter College for higher education are first generation learners from low-income families. As has been observed, these students lack self- confidence. They tend to be reserved and reticent and do not communicate freely and easily. To keep abreast with the fast-changing world, skills in communication, leadership qualities, ability for networking are paramount.

SXCM endeavours to form its students to become self-confident, skilled in interpersonal communication, assume leadership roles voicing their opinions freely and confidently. But the very transition from the laidback rural environment to a more competitive educational setting itself is daunting, Therefore, SXCM has started a practice of peer mentoring under the name 'Xaverian Transition and Development'.

Practice

Peer Selection:

Peer Mentors are selected from final year students of each department depending on educational performance, leadership qualities and eagerness to assist.

Orientation:

SXCM organizes special training sessions for peer mentors to make them aware of their roles and responsibilities.

Coordination:

Students are identified and grouped on the basis of their hobbies, interest and academic achievements. During the departmental orientation programs each peer mentor is assigned to a group of mentees.

Regular Meeting:

Peer mentors get in touch with their mentees regularly.

College Community Integration:

Peer Mentors play an active role in the process of acclimatization and integration of the mentees into SXCM culture and introduce them to various committees, clubs and social events.

Academic Support to Mentees:

For easy and seamless transition to college academics and to succeed academically, the peer mentors assist the mentee with their study strategies and time management.

Emotional Support:

Having gone through similar difficulties, emotional stress, the peer mentors offer relatable guidance and counselling to the mentees.

Feedback and Evaluation:

- Continuous feedback and assessment of the mentoring program ensure its effectiveness and relevance.
- To ensure the relevance and effectiveness of peer mentoring practice, SXCM takes regular feedback and evaluation.

Evidence of Success:

Peer mentoring practice of SXCM has proved to be a very valuable practice. It has various indicators to show the success of the practice.

- Academic Success: SXCM students have topped in the University exams.
- Improved Communication Skills: Students have become quite expressive and articulate in sharing their ideas, thoughts opinions and views.
- Leadership Skill: They are able to organize various outreach programmes, contact local administration like Block Development Officers, Circle Officers etc.
- Positive Feedback: Feedbacks from students also indicate that it helps them to get integrated to St. Xavier's culture.

- Sense of Belongingness: Mentoring practice helps them to get to know their seniors and their experiences of early struggle give them a sense of oneness and belongingness.

Problem Encountered and Resource Required:

- Overdependence on mentors: It is noticed that there are unrealistic expectations on behalf of the mentees from the mentors.
- Lack of commitment of mentors to mentees: It is noticed that there are some mentors who are not fully committed to their responsibilities towards their mentees.
- Lack of financial resources to provide to mentors as incentives for their selfless service as mentors.
- Training and awareness programmes for the peer mentoring should be organized to sustain their interest and commitment for mentoring.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

St. Xavier’s College, Mahuadanr (SXCM), follows the Jesuit ideals of holistic development, intellectual rigor and commitment to Peace and Justice. SXCM prioritizes critical thinking reflection, and deep engagement in Social issues for the all-round development of its students.

The distinctive feature of the institution is shaped by the larger ideas of Jesuit Higher Education and by its own vision-mission and educational philosophy. The vision of SXCM clearly spells out the power of education and knowledge to transform the world. What sets it apart from other higher educational institutions is its deep engagement with the local people in this rural area of Latehar district of Jharkhand and focus on educating the underprivileged tribal youth.

An overwhelming majority of the students are from tribal families engaged in marginal farming. Their economic means are so limited that they could hardly send their children to cities for university education. Life is still very challenging and higher education opportunities are rare.

The primary objective of SXCM is to provide quality higher education to those students who would otherwise have discontinued their education, and never progressing to university level. SXCM accompanies such students to realize their dream and to reach the pinnacle of success.

The college anthem reflects the Jesuit Spirit of MAGIS (for the greater and better/Excellence) and the institutional focus on **competence** even in this remote place. SXCM students have successfully been university toppers as a result of the emphasis given on intellectual rigor. SXCM believes in the power of education and gathers together the powers of the mind that are scattered here and there like rays of light and focuses the students for academic excellence. SXCM's endeavor is to bring the minds of the students to focus, concentrate, transform, transcend and illuminate their lives and wider society.

SXCM endeavors hard to provide, wings to the mind, flight to the imagination of every student with a firm belief and conviction that education is kindling a flame that sparks and gives light to each student to find fulfillment in life.

SXCM's practice of **Compassion** is yet another hallmark. Though the tribal youth are the majority, the students of other communities who seek admission are always admitted. The applicants for admission who are unable to pay the fees at the time of admission are not refused admission nor are the students stopped from attending classes and writing the university examinations for non-payment of fees. They are given flexible time to clear the fees. Some students are given scholarship by the college apart from the scholarships they receive from the Government.

Service and social responsibility (**Conscience**) is yet another distinguishing feature of SXCM. It extends its holistic education to the contiguous village communities through its flagship program Xaverian Community Care. Its students not only gather knowledge in the college but also share it with the school students in the villages. Thus, SXCM stands out as a glowing contrast in this regard and become an institution totally for others.

SXCM opens up new avenues, creates new environment and conditions for learning. It has left no stone unturned to ensure that the students don't lose out on quality education. The students are helped to think out-of-the box and be more creative both inside and outside the classrooms. The institution endeavors hard for value-based education, character building and high moral values. Spreading its wings like the branches of an evergreen tree, the college tries hard to excel in all spheres of student' growth.

Serving society in this rural area, the college remains a beacon to guide and transform the lives of the students on the way of truth, integrity and love. The college has become not only a launching pad for the future of thousands of students from very remote areas but has also been playing the role in nation-building by preparing citizens who love their county and who are ready to selflessly serve society.

SXCM is deeply immersed in the tribal world. Besides providing excellent education in their own context the college endeavors to promote local cultures and languages. When language dies out part of a culture dies too. Indeed, many tribal cultures and languages are facing extinction.

The College welcomes indigenous knowledge, models, methods and contents within the given higher education syllabus to assert the importance of tribal languages and cultures to improve the educational success of the indigenous students. The local Oraon tribe and its 'Kurukh' language are facing a huge onslaught from the dominant and pervasive languages and cultures. SXCM, **committed (Commitment)** to serving and empowering the marginalized communities is striving hard to preserve and promote the vulnerable tribal language and culture through various cultural programs. For this purpose, the college has a department of Kurukh language and culture.

The institution rejects the theory of ignoble ease and promotes the doctrine of strenuous life among the

students who pass through the portals of the college. The holistic education provided to the students aims at wiping away the four calumnies of fear, ignorance, bigotry and smear to transform the society. It fulfills its goal of the advancement of knowledge for the dissemination of truth for a harmonious co-existence of different languages, cultures and communities.

Ethical consciousness and moral values are promoted in SXCM's holistic education. It equips the students with new knowledge, skills, understanding and learning habits along with attitude based on ethical consciousness and moral values.

SXCM provides a balanced environment focused on its vision in shaping the young students into leaders of tomorrow. The curious minds cultivated in a healthy atmosphere motivate the students to think beyond curriculum.

Innovation and upgrading are the other hallmarks of the college. It prepares the students to meet the demands of the changing world.

SXCM endeavors to take higher education to its peak in this rural habitat of indigenous people and lives up to its motto: Compassion, Commitment, Competence and Conscience in its very practices. Its contribution towards creating conscientious, compassionate and committed citizens will be the focus at all times.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college received UGC recognition through a 2(f) certificate.

The college has participated NIRF ranking and has been awarded a certificate of participation in the NIRF.

It holds an ISO 9001:2015 certificate.

The college has adopted the National Education Policy (NEP) 2020 and has introduced four-year undergraduate courses from the academic year 2022-23.

It has been awarded a certificate from the Ministry of Human Resource Development (MHRD) for being the highest blood donor among all colleges of Nilamber-Pitamber University.

It has honoured with the district green champion award in the academic year 2021-2022 from the Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India, for its relentless dedication to environmental sustainability.

The college collaborates with the Ministry of Education (Ministry of Human Resource Development) in programs such as Unnat Bharat Abhiyan (UBA).

A certificate of participation has been awarded for Clean India Campaign 2.0 by the Regional Directorate of NSS, Patna, Ministry of Youth Affairs and Sports.

Students of the college have been selected to represent the District for the Pre-Republic Day parade, and one of the students has been honoured with a state-level boxing award.

Modern Auditorium and ICT-equipped classrooms for an optimal learning environment.

The college provides diverse co-curricular opportunities through 40 cells.

During the assessment period, the college has offered 37 certificate courses/value-added courses.

The college received 90 certificates of appreciation by government and non-government agencies.

It has been recognized for the outstanding contribution to the local society through free blood donation camps, free medical camps, free vaccination drive, and distribution of groceries during COVID-19.

Year	Number of Ranks
2018-19	07
2019-20	05
2020-21	08
2021-22	08
2022-23	10

Concluding Remarks :

Following an inclusive development model, St. Xavier's College, Mahuadanr establishes and nurtures an institutional ethos that encourages a spirit of inquiry, scientific temper, multicultural thinking, and critical innovation.

In accordance with the esteemed Jesuit legacy of inclusiveness, the college embraces students regardless of their caste, creed, or gender, aiming to provide quality higher education to underprivileged youth who might otherwise be deprived of such opportunities.

Student centric approach to teaching and learning is implemented by way of incorporating specialized programs tailored for advanced, medium, and slow learners.

One of the significant changes in the educational processes of the institution is the incorporation of the Outcome-Based Education (OBE) paradigm. The curriculum was enhanced with multidisciplinary skill-based certificate courses.

Despite the global disruption caused by Covid-19 in the academic realm, the institution seamlessly transitioned to the virtual mode, conducting vibrant online classes and incorporating stress-busting activities.

The most notable initiative was the relentless endeavour to furnish state-of-the-art infrastructure facilities for the future.

Through student centric projects and schemes, innovative ventures, diverse clubs and forums, the institution aspires to scale the global standards.

Recognizing its contributions in the academic, cultural, and social spheres, the institution has garnered various awards and recognitions, affirming its current prowess.

The institution's commitment to pro-social values and its institutional responsibility are apparent in its engagement in a variety of extension activities. The adoption and development of 11 neighbouring villages by the college stand out as the most noteworthy accomplishment.

The institution's gender equity initiatives strive to challenge traditional gender constructs and empower women. The institution practices two exemplary practices, Xaverian Community Care and Xaverian Transition and Development which are aligned closely with the principles of the college's Vision and Mission.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :28</p> <p>Remark : Value updated as per supporting documents</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>734</td> <td>698</td> <td>632</td> <td>565</td> <td>425</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>562</td> <td>551</td> <td>513</td> <td>434</td> <td>341</td> </tr> </tbody> </table> <p>Remark : Value updated as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	734	698	632	565	425	2022-23	2021-22	2020-21	2019-20	2018-19	562	551	513	434	341
2022-23	2021-22	2020-21	2019-20	2018-19																	
734	698	632	565	425																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
562	551	513	434	341																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 492</p> <p>Answer after DVV Verification: 169</p> <p>Remark : Value updated as per supporting documents</p>																				
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>																				

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	20	21	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	17	18	14

Remark : Input changed after excluding Ph.D. faculty with less than 11 months experience

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
375	310	0	0	133.23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Input changed as supporting documents are more into infrastructure development and repair and maintenance

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	19	23	17	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	18	21	16	22

Remark : Decreasing claim after excluding workshops in other metric

3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>4</td> <td>0</td> <td>4</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Value updates as per UGC CARE list</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	4	0	4	8	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	1	0	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	4	0	4	8																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	1	0	1																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	0	0	0																	
3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>14</td> <td>3</td> <td>12</td> <td>22</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	26	14	3	12	22										
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	14	3	12	22																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	2	4	15

Remark : value updated after excluding awareness programs

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

Answer before DVV Verification :

Answer After DVV Verification :37

Remark : Value updated after excluding field visit and medical camp MoUs

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.13	1.18	1.63	3.25	15.71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.03	0.54	1.302	2.51	3.77

Remark : considering Expenditure for infrastructure development and augmentation

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.55	24.28	18.54	30.14	29.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.122	2.98	3.903	9.50	8.59

Remark : Expenditure incurred on maintenance of infrastructure

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
589	580	438	605	166

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
589	580	438	526	166

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	70	117	105	80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	70	117	105	48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	219	164	153	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

173	209	160	151	81
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Value updated as minimum qualification of constable is Intermediate and not graduation

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	22	18	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	5	5

Remark : Value updated considering MSME awards only

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	48	27	49	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	18	30	21

Remark : updated after considering multiple events in activities with close dates as one

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	14	18	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	16	12	17	17

Remark : Value updated considering a minimum support of Rs 5000/- per faculty per academic year

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	36	36	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

56	56	56	56	56
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	20	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	20	20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.2 The Institution has facilities and initiatives for

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

Remark : Value updated as per supporting document

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

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Value updated as audit reports not prepared by external agency

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 73 Answer after DVV Verification : 61
1.2	Number of teaching staff / full time teachers year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	36	36	36

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	36	34	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.68	25.45	20.54	33.4	45.1

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25.057	13.6	11.262	21.49	21.65