



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		<b>XITE GAMHARIA</b>
Name of the head of the Institution		<b>FR. E. A. FRANCIS S.J.</b>
Designation		<b>Principal</b>
Does the Institution function from own campus		<b>Yes</b>
Phone no/Alternate Phone no.		<b>0657-2333351</b>
Mobile no.		<b>7761045412</b>
Registered Email		<b>xitecollege@gmail.com</b>
Alternate Email		<b>principal@xite.ac.in</b>
Address		<b>Xavier's Institute of Tribal Education, Behind Tata Complex Colony, Gamharia, Jamshedpur</b>
City/Town		<b>GAMHARIA</b>
State/UT		<b>Jharkhand</b>
Pincode		<b>832108</b>

2. Institutional Status															
Affiliated / Constituent	Affiliated														
Type of Institution	Co-education														
Location	Rural														
Financial Status	Self financed														
Name of the IQAC co-ordinator/Director	Dr. Partha Priya Das														
Phone no/Alternate Phone no.	06572333351														
Mobile no.	9431340437														
Registered Email	iqac@xite.ac.in														
Alternate Email	partha@xite.ac.in														
3. Website Address															
Web-link of the AQAR: (Previous Academic Year)	<a href="https://drive.google.com/file/d/1kWvX1gUQuPl5esl8XQFWFRR8iLV_KMA8/view">https://drive.google.com/file/d/1kWvX1gUQuPl5esl8XQFWFRR8iLV_KMA8/view</a>														
<b>4. Whether Academic Calendar prepared during the year</b>	Yes														
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://drive.google.com/file/d/1e89XnY7jsXpucIWomiOJalltOTPEna2l/view">https://drive.google.com/file/d/1e89XnY7jsXpucIWomiOJalltOTPEna2l/view</a>														
5. Accrediation Details															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td colspan="6" style="text-align: center;"><b>No Data Entered/Not Applicable!!!</b></td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	<b>No Data Entered/Not Applicable!!!</b>					
Cycle	Grade					CGPA	Year of Accrediation	Validity							
		Period From	Period To												
<b>No Data Entered/Not Applicable!!!</b>															
<b>6. Date of Establishment of IQAC</b>	15-Dec-2015														
7. Internal Quality Assurance System															
Quality initiatives by IQAC during the year for promoting quality culture															
Item /Title of the quality initiative by IQAC	Date & Duration														
	Number of participants/ beneficiaries														

Alumni Meet	28-Aug-2018 01	20
Uniformity regarding entry of students attendance	13-Aug-2018 321	207
Finalising the list of Anti-ragging cell	18-Aug-2018 01	3
Finalising the list of Sexual Harassment Cell	18-Aug-2018 01	3
Finalising the list of Grievance Redressal Cell	18-Aug-2018 01	3
Finalising the list of Training & Placement Cell	18-Aug-2018 01	2
Reviewing of the activity reports	30-Aug-2018 01	13
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

**9. Whether composition of IQAC as per latest NAAC guidelines:**

No

Upload latest notification of formation of IQAC

No Files Uploaded !!!

**10. Number of IQAC meetings held during the year :**

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

Students' mentorship as to represent the class, Uniformity in attendance taking system.

No Files Uploaded !!!

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action	Achievements/Outcomes
NAAC Accrediatation	Process continuing for preparation of SelfStudy Report.
No Files Uploaded !!!	

**14. Whether AQAR was placed before statutory body ?**

No

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2018

Date of Submission

16-Feb-2018

**17. Does the Institution have Management Information System ?**

No

**Part B**

**CRITERION I – CURRICULAR ASPECTS**

**1.1 – Curriculum Planning and Implementation**

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The College assures a well-defined internal quality assessment through various dimensions. The dimensions are planning, distribution of courses among the members of the faculty, reflection and discernment of course module, preparation of academic schedule, sharing information with the students, conducting regular classes, delivering the lectures effectively, completion of syllabus on time, and multiple ways of continuous internal assessment. The College administration along with the faculty members plans the academic calendar well ahead of time. In the planning of the academic calendar, the College works out a number of national and state holidays. It helps us to decide the number of working days, days for possible exams and various other activity days. While planning, we follow the semester-wise academic calendar prepared at the end of each semester for the forthcoming semester. While planning the academic calendar, we follow the norms and structure of Kolhan University, Chaibasa. As per the requirements, at the department level, the action plans are formed and subject-wise workloads are distributed to the respective faculty. Each faculty in turn prepares lesson plans, and lecture

schedules for each course to be taught. The lecture schedule includes course outcomes, mode of delivery, objectives, the topics, and reference books. The faculty members commit themselves to achieve the expected outcomes of the course. They share the information with the students in the beginning of the course. This initial sharing of the course overview with the students, helps them to understand what are the objectives of the course, its outcome and expectations, the what, when, how, etc. In short, they are motivated to give full cooperation in pursuing and executing the academic schedule to the student body. The College imparts quality education through effective implementation of the curriculum. The deployment of the action plan includes (1) Effective use of ICT and chalkboard by the faculty for better delivery of the course content on a day-to-day basis. (2) Interactive methods of teaching, group discussions, case studies, debates, etc. helps the students in their communication skills, and thinking critically. (3) CIA is carried out through unit tests, written exams, minor projects, presentation, etc. (4) The outcome of the assessment is communicated to the students who in turn are expected to inform their parents. (5) The parents can contribute in the improvement of the students by means of this update communication. (6) Yearly interaction between 'Parent- Teachers' strengthens this process. (7) Further, the curriculum and its implementation, the outcomes, students' performance, etc. are periodically reviewed through departmental meetings in the presence of Principal. The flowchart below shows the process through which the College executes the curriculum.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
<b>No Data Entered/Not Applicable !!!</b>					

### 1.2 – Academic Flexibility

#### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

#### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BBA	MARKETING, FINANCE, HR	01/07/2018
BCA	IT	01/07/2018
BCom	HONOURS IN ACCOUNTANCY	01/07/2018

#### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

### 1.3 – Curriculum Enrichment

#### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BBA	MARKETING, FINANCE, HR	37
<a href="#">View File</a>		

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	Yes

### 1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

#### Feedback Obtained

The Coordinator of IQAC with the help of others conducts survey and analyses each statement. After the analysis, he looks at those areas where the College has performed well and where it lacked. This result is shared with the management and faculty. The Principal, while encouraging the faculty to progress, also requests to bring improvement in those areas where they have lacked. The faculty in turn, departmental wise, explore the reasons for the shortcoming and resolve to improve those areas. This year survey reveals that the College completed 70-100 syllabus on time (69). It was possible because teachers' prepare classes well (92) and communicate effectively (86). Seventy-five percent of the students say that teaching method was very good and evaluation is fair (81). The College promotes internship (56) because it contributes to teaching, mentoring and cognitive, social and emotional growth of the students (71). The institution provides multiple opportunities to learn and grow (71) and regularly inform students to develop competencies (68). The mentors do necessary follow up with assigned task to make sure that students understand the importance of these (64). Keeping these things in mind, teachers identify students' strength and encourage students with right level of challenges (70). On a day-to-day basis, teachers identify students' weakness and help them overcome those (53). Faculty involve students in the continuous improvement of teaching-learning process (73). Seventy-five percent of students say that teachers follow student centric approach to enhance learning experience. More than 80 of students say that teachers encourage students' participation in extracurricular activities to a great extent because these activities inculcate needed soft skills and life skills (85). Sixty-two percent of students says that "above 90" of teachers' use of ICT tools while teaching and a vast majority (85) of them are very happy with overall quality of teaching-learning in the College. Seventy-six percent of parents? says that the College conducts regular classes and 95 of them says that it has good faculty. Fifty-nine percent of the parents are very happy with their wards? performance and more than 90 of the parents are happy with all round development of the students. The College is doing very well in maintaining discipline (76) and sixty-nine percent of parents says that teaching of moral- ethical values is very good. More than Ninety-five percent of alumni says that admission procedure is good and 65 of them says that the College has very good faculty. More than Eighty-five percent of them says that academic environment is very good and 65 of them says internet facility is very good. Sixty-five percent of them says that project guidance is very good and so also sports and cultural

activity. More than Eighty-two percent of them says that internal evaluation is very good and 70 of them says library is good. Eighty-three percent of them says that teacher student relationship is very good and 82 of them says that overall experience of the College is good.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BBA	FINANCE, MARKETING, HR	60	72	49
BCom	HONOURS IN ACCOUNTING	60	52	28
BCA	IT	60	9	0

[View File](#)

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	241	0	12	0	0

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
12	11	10	10	0	0
No file uploaded.					
No file uploaded.					

#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Every year the College organizes an 'Induction –cum- Orientation Program' for the First Year students. It begins with the Principal's address and includes introductory sessions conducted by the Dean of Academics faculty members (who are in-charge of various cells, extra-Curricular activities, professional/ co-curricular activities and also the Placement Cell of the College. During the Students' Orientation, the following points were discussed: 1. The First Year courses and its requirements 2. The Academic Calendar of the College 3. The CIA Passing criteria Grading pattern etc. 4. The importance and need of regular class attendance. 5. Communicating vital information and our best practices such as values men and women for others, vision, mission, goals challenges, opportunities, culture, brand name, and our outreach programs with an eye on the less fortunate and marginalised. Besides the induction, the faculty takes up the task of classifying the students into slow and advanced learners groups based on an English Test, after which they are segregated into their respective groups. The students who are weak in English are divided into two categories and with special attention given to the weak students. The students who have scored better are considered as 'advanced learners' and a separate group is formed for learning 'the language'. This effort proves effective and gives better results in future because the medium of instruction in the College is English. It is mandatory for all the students to go through

these interactive sessions besides the regular classroom contact hours. Slow Learners: Remedial Classes in English are conducted for the 'slow learners' after class hours. The faculty devotes time to clarify doubts of students and help them to enhance their performance. Poor performance, due to frequent absence is dealt by informing and contacting the parents over the phone. Counselling and mentoring sessions are conducted in a congenial manner to help students cope with their psychological problems and achieve their goals successfully. These measures infuse in students a 'feel good' feeling and put them at ease during their life in the College. This way, the disadvantaged sections receive due attention and are streamlined into the academic mainstream and the fabric of the society they live in. Advanced Learners The 'advanced learners' are identified by the methods explained in the previous paragraphs. Their performance in the continuous internal assessment is studied through various methods such as mid and end-term-semester examinations, minor projects, individual/group presentations, case studies, etc. Strategies for the Learners Active class participation, performance in the classroom, involvement in various activities, academic clubs, seminars, workshops, etc. spearhead the overall growth and development of students. The students are given inputs on reference skills, research methodology and research design. They are intellectually stimulated with various advanced projects, internship in organizations, challenging assignment and tasks for their advancement. They are encouraged to present research articles and contribute positively in the publishing of the College magazine. The election of the Class Representatives through a democratic procedure provides proactive leadership through which the classroom dynamics are positively influenced.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
207	12	1 : 30

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
12	12	0	0	6

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
<b>No Data Entered/Not Applicable !!!</b>			
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## 2.5 – Evaluation Process and Reforms

### 2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BBA	FINANCE, MARKETING, HR	3RD YEAR	06/03/2019	02/05/2019
BCA	IT	3RD YEAR	06/03/2019	02/05/2019
BCom	Accounts Honours	3RD YEAR	06/03/2019	02/05/2019
No file uploaded.				

### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Our College is affiliated to Kolhan University and it follows the curriculum



and the patterns of examination as per the University guidelines. The University introduced the semester system for the BBA course in year 2016-17 and so did the College. All the batches prior to academic year 2016-17 were following the annual system. In the annual system, the University conducted annual exams in the month of April/May. Continuous Internal Evaluation (CIE) in the Yearly System The College introduced three internal evaluations for its students every academic year since 2011-12 academic years. These evaluations were in the form of written tests in the month of September/October, November/December and in the month of April/May. The duration of the last two examinations was of three hours, and question patterns were that of the University pattern. Some of the benefits of voluntary CIE are as follows: • The students get acclimatised to sit for the whole duration of the exam. It helped in the behaviour modification of the students. • In the examination hall, behavioural stimuli were provided to the students by enforcing them to answer all the questions, even if it seemed to be difficult at that moment. • Borrowing of stationery items from friends was also discouraged. This was done to save time and distraction of self as well as that of the other examinees. • Seating arrangement was done strategically so as to avoid direct or inadvertent temptations of looking at other's answers. • Idleness during the exam hours was highly discouraged. Our College is affiliated to Kolhan University and it follows the curriculum and the patterns of examination as per the University guidelines. The University introduced the semester system for the BBA course in year 2016-17 and so did the College. All the batches prior to academic year 2016-17 were following the annual system. In the annual system, the University conducted annual exams in the month of April/May. Continuous Internal Evaluation (CIE) in the Yearly System The College introduced three internal evaluations for its students every academic year since 2011-12 academic years. These evaluations were in the form of written tests in the month of September/October, November/December and in the month of April/May. The duration of the last two examinations was of three hours, and question patterns were that of the University pattern. Some of the benefits of voluntary CIE are as follows. • The students get acclimatised to sit for the whole duration of the exam. It helped in the behaviour modification of the students. • In the examination hall, behavioural stimuli were provided to the students by enforcing them to answer all the questions, even if it seemed to be difficult at that moment. • Borrowing of stationery items from friends was also discouraged. This was done to save time and distraction of self as well as that of the other examinees. • Seating arrangement was done strategically so as to avoid direct or inadvertent temptations of looking at other's answers.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The College assess the students' academic performance for 30 marks of which 5 marks are allotted for attendance and the remaining 25 marks for the subject knowledge. The College has introduced more than one mode of evaluation as part of CIE. Besides the 'Mid-Semester Examinations, the College calls up and assigns 'Minor Projects', Power-Point Presentations (PPTs) of the findings of the projects in the class, Surprise Tests, Unit Tests, etc. while keeping in mind the University requirement. The external assessment is taken care of by the University at the end of every semester. The College, in general, adheres to the academic calendar. The changes, if any, are made only in unforeseen circumstances which are beyond its control. The management, while preparing the academic calendar, receives inputs from faculty to have common understanding and smooth functioning of the academic activities. The College from 2016 follows semester-wise calendar for organizing various courses and for conducting CIE for the semester students, while yearly academic schedule for the annual students. Honours paper 12 (in the yearly system) and paper 305 (in the semester system) are project papers. The project duration is six weeks and

it must be completed after the internship in any of the industry which the College (guide) approves. The project paper is evaluated by internal examiner (guide) as well as external examiner. In the semester system, the project paper is evaluated by the individual guide for 30 marks (internal) and by the external examiner for the remaining 70 marks. In the annual system, the project paper is evaluated by the guide for 50 marks internal and the remaining 50 marks by the external examiner. The College, well ahead of time, announces as part of the academic calendar the last date of submission of the project and the internal assessment date. The dates are finalised in consultation with the controller of examinations and faculty. The College, under normal circumstances, adheres to the academic calendar. The dates along with the external examiner is finalised by the University and the Colleges executes the order. The duration of the project examination (internal as well as external) is about 30 - 50 minutes for each candidate. In the evaluation of CIE, the College adopts methods that are traditional as well as modern to reinforce students learning and development. Well ahead of time, the College announces the examination dates, starting and ending time, venues, courses, etc. The controller of examinations appoints different faculty as invigilators for the smooth functioning of the examination. Each faculty decides the duration, date, etc. for the remaining modes of internal evaluation. The modes are minor projects, class presentations, surprise test, etc. The College is serious with regard to all the matters related to teaching-learning, evaluation, transparency and timelines.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://xite.ac.in/programme-outcome/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
	BBA	FINANCE, MARKETING, HR	28	28	100
	BCA	IT	6	6	100
	BCom	ACCOUNTS HONOURS	20	20	100

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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://xite.ac.in/students-satisfaction-survey/>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				

No file uploaded.

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	01

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
COMMERCE	1
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	3	2	2	9
No file uploaded.				

**3.4 – Extension Activities**

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
REPUBLIC DAY	NSS	12	27
NATIONAL YOUTH DAY	NSS	5	32
ANNUAL MEETING	NSS	12	5
BLOOD DONATION CAMP	NSS	12	43
INDEPENDENCE DAY	NSS	12	117
TREE PLANTATION	NSS	8	42
WORLD POPULATION DAY	NSS	2	12
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
<b>No Data Entered/Not Applicable !!!</b>				
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**3.5 – Collaborations**

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
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No Data Entered/Not Applicable !!!

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
<a href="#">View File</a>					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
PREMA EDUCATIONAL INSTITUTE	30/08/2018	TALLY ERP9 TRAINING PROGRAMME	10
No file uploaded.			

#### CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

##### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
85.13	24.66

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
Classrooms with Wi-Fi OR LAN	Existing
Seminar halls with ICT facilities	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
<a href="#">View File</a>	

##### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
KOHA	Partially	17.11.06.000	2018

#### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
	Text Books	334	191558	177	73343	511
Journals	0	0	233	0	233	0
No file uploaded.						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	54	1	0	1	1	0	1	10	0
Added	0	0	0	0	0	0	0	0	0
Total	54	1	0	1	1	0	1	10	0

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

10 MBPS/ GBPS
---------------

##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
7	694040	85.13	2466028

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The College has a well-established system and procedure for maintaining and utilizing physical, academic and support facilities. The management has introduced a well-placed system to look into the ordinary repair and maintenance. First of all, there is a full-time administrator and supportive staff who look after the ordinary or day-to-day maintenance. In general, as soon as any breakdown or non-functioning of equipment is brought to the notice

of the management, the works are attended and completed in 24 hours. For example, recently one of the LCD projectors had to be replaced with a new one and it was done in 24 hours so that classes are not affected. The class representatives are entrusted with the responsibility of informing the management whenever there is a problem of malfunctioning of equipment. As a result, as soon as something goes wrong, the class representatives report the matter to the office and the information is passed on to the administrator.

Similarly, the maintenance staff are also informed and entrusted with the responsibility of reporting to the management whenever they observe any damage or realise the need of repair and maintenance. The management has appointed a full-time maintenance staff to look after issues related to internet and computer. All ordinary repairs and maintenance of internet and computer is attended immediately, only major repairs might take more than 24 hours due to lack availability of spare-parts or replacement of it with a new one. If replacement of any part is necessary then a quotation is called for and after proper scrutiny a purchase order is placed. The administrator discusses the details with the Principal who assess the seriousness of the case and makes a decision. There is also an electrician who takes care of the repair and maintenance of electrical and electronic Equipment. The College has enough supportive staff and they take care of day-to-day maintenance of physical things. Adequate in-house staff is employed to meticulously maintain cleanliness and Infrastructure of the campus so as to provide a congenial learning environment. The supportive staffs clean Classrooms, staffrooms, seminar hall and laboratories, etc. Wash rooms and rest rooms are cleaned every day with phenol and water and are well maintained. The College has a beautiful and spacious flush Green cover and it is well maintained by full time gardeners. Almost all the electronic items such as CCTV cameras, photocopy machine, water purifiers, air Conditioners, etc. are ensured through annual maintenance contracts (AMC). The AMC people attend to the Repair and maintenance in 24 hours. The College has sufficient and well maintained parking area for Faculty and students. Pest control of library books and records is done every year by the maintenance Department. The maintenance team looks after regular maintenance of civil works such as furniture repairs, Masonry, painting, carpentry, plumbing and house-keeping. The administrator does proper inspection and Verification of stock regularly at the end of the academic year.

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	FEE CONCESSION, PROF CHRISTINA BANKS AWARD, JIM MARIO AWARD, PROF RANI SUSHMA AWARD	37	301812
Financial Support from Other Sources			
a) National	EKALYAN	40	0
b) International	NIL	0	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
REMEDIAL COACHING	21/01/2019	18	COLLEGE
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
CULTURAL COMPETITION	INTRA INSTITUTION	27
CULTURAL ACTIVITY	INTRA INSTITUTION	123



SPORTS ACTIVITY	INTRA INSTITUTION	252
No file uploaded.		

### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The College has an active Student Council and student representatives are part of many committees of the College. Keeping in mind holistic development of students, the College has selected student representatives to various committees such as Anti-Ragging, Grievance Redressal Cell, Anti-Sexual Harassment Cell, etc. Involvement of student representatives in these committees help them to exhibit and grow in leadership and it enhances their integral development. The Class Representative (CR) system is fundamental to student representation as leaders and it is part of the College way of proceeding. The CRs are selected by students from their respective classes. The College gives equal representation to boys and girls in each class, irrespective of the size of the class. The CRs bring to the notice of the Management matters regarding the class and the Management attends to everything possible without much delay. The Management encourages regular meetings and ensures efficiency and effectiveness in putting forward the interests and views of the students. CR Meetings are conducted at regular intervals, minimum one meeting in every semester. The CRs play an active role to assess teaching, learning and support services provided to students in the College. Dean of Students Affairs interacts with CRs at regular intervals and monitors the functioning and effectiveness of the body. The CRs and Dean of Students Affairs in consultation with the Principal has selected one of them as the coordinator of the Students? Council and another as the Secretary. The College assures that among these two one of them, either the coordinator or Secretary is a girl. The CRs play a very vital role in organizing extra-curricular events of inter-house competitions and conferences. Functional Committees provide platforms to CRs to exhibit leadership. These platforms enhance various skills such as communication, team management, time-management, HR management, etc. Above all these activities build confidence in each student. Dean of Students Affairs monitors the effectiveness and outcome of various Functional Group activities.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

5.4.3 – Alumni contribution during the year (in Rupees) :

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

No Data Entered/Not Applicable !!!

**CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The College management encourages and assures decentralization and participative management. For example, every year before the commencement of the new academic year, the management in consultation with faculty finalises the academic calendar. After that, the management gives the responsibility to concerned faculty/team to execute them. Here, the management does not interfere with the cultural committee in organizing the cultural activities. However, the management does not wash its hands and give a deaf year to their request and needs. The management follows a similar policy and practice towards all the committees and activities. The management does it with certain conviction and philosophy. The College management believes that people who are entrusted with various responsibilities are connected with other people and will have appropriate information about needs, aspirations, struggles, challenges, etc. The management understands that in order to make right decisions, they need to have appropriate information, which will be with the people in the lower order. Therefore, the management considers decentralization and participative management is a must and the right way of managing institutions. Transformation, in general, is gradual and not sudden. The College envisages to transform its students through education from the value system, perspectives, culture, personality, etc. that make them less human. The College understands that it cannot achieve its vision and mission if the stakeholders are not convinced of and have not understood the importance of the vision and mission. The management is also aware that when decisions are made in consultation with all the stakeholders there is greater acceptability and ownership. Therefore, the management follows participative and democratic decision-making. Similarly, the management encourages and puts into practice decentralisation in the practice of administration. The Principal understands his role and responsibility entrusted to him is part of delegation and decentralization from his authority. He tries to carry them out by sharing the responsibility with the heads of departments, functional heads, mentors, etc. as per the situation and circumstance. Similarly, the program heads, in-charges of various activities, mentors, co-workers, etc. also execute the responsibility entrusted to them. The Principal co-ordinates all the activities of the College and assures that everything takes place as envisaged and planned with a listening heart.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

**6.2 – Strategy Development and Deployment**

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Human Resource Management	The College considers human resource management as one of the important factors and more specifically as the backbone of the College. Therefore, the management while selecting faculty assures that only those candidates are selected who have the required

qualification and competency. After incorporating the faculty to the XITE family, the management does everything possible for their growth and development. As part of it, they are encouraged to update their knowledge and enhance their skills by attending and conducting workshops, seminars and by undertaking research publications in their respective field. Similarly, while selecting prospective students, the selection board assures that only those students are selected who can cope with the College academic demand. However, we keep in mind the vision, mission and objectives of College.

Library, ICT and Physical Infrastructure / Instrumentation

The College has a central library and a departmental library. The reading room is well furnished to accommodate about fifty students at a time and it provides a conducive environment for study. Exclusive reference section is available in the library. An accession register is maintained for students and staff. New arrivals of books and journals are displayed on separate stands and racks. CCTV camera is installed in the library for surveillance. The library has two PCs with internet, a printer with photocopy cum scanner, a bar code scanner and a bar code printer. All the books of the central library are updated in the ILMS through KOHA Library Management Software. The issue and return of books are managed through KOHA software database.

Research and Development

Though the College is an undergraduate one, it tries to motivate its students and teachers in various means. Additional infrastructure facilities are provided on request of faculty with the help of parent body XLRI. We have a plan to set up a research and development wing and make necessary infrastructure for that. We have desire and hope to make it a reality in the coming couple of years. One of the important things we want to establish is e-library and software. It requires a noticeable amount of investment as onetime expense and other day-to-day running expenses. Therefore, we have started a humble beginning by making use of the available resources within the College and from its collaborators. In 2015-16 the faculty members have

	published ten research articles.
Examination and Evaluation	<p>The College which is affiliated to Kolhan University follows the guidelines, curriculum and the examination pattern of the University. Student's attendance is collated and submitted through ICT. Subject wise questions are prepared, submitted and pre-print approval is done using e-governance. Exam timetable is discussed, finalised and approved using e-governance. Subject level Inputs are sought from respective professors and incorporated into the examination timetable. Internship placement and project report for BBA students is also covered by e-governance wherever possible. Submission of internal assessment marks is done in digital format. Invigilation duty chart is prepared and discussed with using e-governance initiative. Thus the College follows, to a great extent, e-governance in the internal examinations.</p>
Teaching and Learning	<p>The College imparts quality education through effective implementation of the curriculum. The deployment of the action plan includes (1) Effective use of ICT and chalkboard by the faculty for better delivery of the course content on a day-today basis. (2) Interactive methods of teaching, group discussions, case studies, debates, etc. helps the students in their communication skills, and thinking critically. (3) CIA is carried out through unit tests, written exams, minor projects, presentation, etc.(4) The outcome of the assessment is communicated to the students who in turn are expected to inform their parents. (5) The parents can contribute in the improvement of the students by means of this update communication. (6) Yearly interaction between „Parent-Teachers? strengthens this process. (7) Further, the curriculum and its implementation, the outcomes, students? performance, etc. are periodically reviewed through departmental meetings in the presence of Principal. The flowchart below shows the process through which the College executes the curriculum.</p>
Curriculum Development	The Institute is only an affiliated College and does not have the right to develop its own curriculum. Therefore

it follows the academic curriculum which is mandated by the University. However, within the given situation, environment and structure, the College assures that proper training and development of the students take place. The College sets high expectations from the students and demands them to go beyond their comfort zone to have their all-round development.

Industry Interaction / Collaboration

The institute was having collaboration and interaction with neighbourhood industries in the form of industry visit and lectures. The students always enjoyed these visits and interaction with the experts and received 1st hand information. This year the management improved industry interaction/collaboration by inviting a few experts from the field. For example, Mr. Bhanu Pratap, Administrative Director of Computer India and representatives from Kaushal Vikas Kendra took sessions as part of the interaction and collaboration. The inputs by the experts from the field helped students to interact and clarify their queries. This year some students went to Auto Cluster as part of interaction and later joined for certain soft skills conducted by the firm. This move has helped some of the students both in terms of exposure and training.

Admission of Students

The institute has, from this year, improved the quality of the College prospectus by including detailed information about the course structures and the academic evaluation system of the institute. The best practices of the institute have also been highlighted. The institute has also put up hoardings advertising the College and its courses at strategic places in nearby areas for the purpose of promoting the College. A counselling body, comprising of a few members of the College faculty has been formed for advising students coming for admission in matters related to choice of an appropriate course. The students will be counselled on the basis of three criteria their preferred choice of course, the marks scored in the last examination appeared and a short oral evaluation to determine their compatibility to their preferred

## 6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p style="text-align: center;">Planning and Development</p>	<p>The College has strategic plans and wants to make them a reality in the succeeding years, stage-by-stage. The College is taking an earnest effort in finding the key performance indicators and deploying e-governance in all possible areas. While making an earnest effort, the College wants to address the issues from the stakeholder's perspective and take steps to fulfil them. The administration is envisaging implementation of e-governance between management and faculty, between administration and students and between management and other stake holders. What the College desires to achieve in the coming two to three years is to implement e-governance in all the areas. As a starting point, the College has introduced sharing information with faculty through emails. For governing students' activity and safety issues, the College has installed CCTV cameras in the College building as well as students' hostels. Biometric attendance and installation of Tally, accounting software are the two important initiatives already taken by the institution.</p>
<p style="text-align: center;">Administration</p>	<p>The College from the beginning onwards has been following e-governance in most of the areas of administration such as communication between faculty and management, students and the College, parents and the College. For example, the management and faculty have been sharing information between them through emails. This has helped the management to share information easily and faster. Staff, faculty and students began to benefit immensely. Communication between the College and the University is also in the process of e-governance. The College even introduced biometric attendance system for all the staff. The transition from traditional to digital made life easy for most of us.</p>
<p style="text-align: center;">Student Admission and Support</p>	<p>The College maintains utmost transparency in its management of finance and account. The implementation of e-governance in the area of finance and account is partly manual and partly</p>

electronic. The accounting system is computerised and transaction details are recorded in the computer. Students make their payment either through cheque or cash. All transaction details are maintained both in soft copy and hard copy. Every year the College, well ahead of time, presents its proposed budget to the Governing Board for approval. The presentation of the budget is done through PPT. In order to go through financial transactions at any point of time and to have access to the financial status of the institution, the management has already implemented accounting software "Tally".

**Examination**

The College which is affiliated to Kolhan University follows the guidelines, curriculum and the examination pattern of the University. Student's attendance is collated and submitted through ICT. Subject wise questions are prepared, submitted and pre-print approval is done using e-governance. Exam timetable is discussed, finalised and approved using e-governance. Subject level Inputs are sought from respective professors and incorporated into the examination timetable. Internship placement and project report for BBA students is also covered by e-governance wherever possible. Submission of internal assessment marks is done in digital format. Invigilation duty chart is prepared and discussed with using e-governance initiative. Thus the College follows, to a great extent, e-governance in the internal examinations.

**6.3 – Faculty Empowerment Strategies**

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	PROF NISHIT PRASAD SINGH	CONFERENCE ICFMCF	NA	7500
2018	PROF SANCHITA G CHOWDHARY	CONFERENCE ICFMCF	NA	7500
2018	PROF PARTHA PRIYA DAS	BHARTI PUBLICATION	NA	2000
2018	FATHER JAMES	JHEASA	NA	4415

CONFERENCE

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
ACADEMIC LEADERSHIP	6	31/07/2019	31/07/2019	1
LEADERSHIP TEAM BUILDING	12	20/08/2018	20/08/2018	1
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
12	12	5	5

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	ESI, LOAN	E-KALYAN FROM JHARKHAND GOVERNMENT

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The College undertakes internal and external financial audit regularly. It is a usual practice of the Trust to make sure that internal financial audits take place every year. As the practice is, the Trust has one person appointed by the head of the Trust, the Chairman. The internal auditor is called "Revisor". He visits the College every year before the end of the financial year and physically verifies all records to assure that the College maintains a proper record of all financial transactions, both income and expenditure. He also makes sure that the expenses incurred are as per the sanctioned/approved budget and there is no discrepancy. The College has also an external auditor who is appointed by the Board of Governors. Every year after presenting the audit report, the Chairman takes the consensus of the Board of Governors and confirms appointment of the auditor. The auditor and his team come to the College every year and physically scrutinises the entire financial transactions. The team also takes stock of movable and immovable assets of the College. The College



account office maintains all records related to finance.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
<b>No Data Entered/Not Applicable !!!</b>		
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6.4.3 – Total corpus fund generated

<b>No Data Entered/Not Applicable !!!</b>
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## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
<b>Academic</b>	<b>No</b>		<b>Yes</b>	<b>IQAC</b>
<b>Administrative</b>	<b>No</b>		<b>No</b>	

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

<b>No Data Entered/Not Applicable !!!</b>
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6.5.3 – Development programmes for support staff (at least three)

<b>No Data Entered/Not Applicable !!!</b>
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6.5.4 – Post Accreditation initiative(s) (mention at least three)

<b>No Data Entered/Not Applicable !!!</b>
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6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	<b>Yes</b>
b)Participation in NIRF	<b>No</b>
c)ISO certification	<b>No</b>
d)NBA or any other quality audit	<b>No</b>

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Uniformity regarding entry of students' attendance	13/08/2018	13/08/2018	30/06/2019	207
2018	Finalising the list of different Cell Members	18/08/2018	18/08/2018	30/06/2019	12
2018	Arranged Alumni Meeting	18/08/2018	28/08/2018	28/08/2018	20
2018	Reviewing of	30/08/2018	31/08/2018	05/09/2018	13

different  
Activity  
Reports of  
the College

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## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
<b>No Data Entered/Not Applicable !!!</b>				

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<b>No Data Entered/Not Applicable !!!</b>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	1
Ramp/Rails	Yes	2
Rest Rooms	Yes	2
Scribes for examination	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
<b>No Data Entered/Not Applicable !!!</b>		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The College encourages and expects „green practices? from all its stakeholders, staff and students. Time and again, the Management reminds students about the

advantages and importance of green campus and „green practices?. The College encourages both staff and students to use common/public transport to and from the College. Majority of students and a few staff use either common or public transport as a means to and from the College. Some of the office staff even uses bicycles as conveyance to and from the College. The College has requested all its stakeholders to make the campus plastic free. The administration has displayed notices in the campus to make it plastic free and also clean and green campus. The stake holders are cooperating, but there is room for improvement. The management has instructed the canteen management to avoid use of plastics. The College administration tries its best to reduce, as much as possible, paperless communication. The Management has succeeded in it to a great extent. Most of the communications between faculty and the administration is through email. However, when it comes to sharing information, particularly important ones with students, the College is forced to use paper. Because the College is situated in a rural setup and many students do not have personal computers. The Management hopes to be paperless in the coming years.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

1. Title/Theme The Thought Provoking Morning Assembly with a New Look 2. Objective The new thought -provoking Morning Assembly by now had become a regular habit and a part and parcel of the College best practices. This power packed performance comprising of 15 to 20 minutes had carved a niche in the day to day functioning of an academic-oriented college. It was a unique feature to be observed that students gradually become more alert, conscientious and forth coming to take on the morning assembly, prove their mettle and courage and above all begin the day on a positive note. We think that such an attitude goes into the making of leaders for tomorrows India. 3. Context: All said and done, there is always something wanting, something that could be done better or done in a different way. A student going on the air during the morning assembly has begun to gain momentum, with students being motivated and with a mood to perform, faculty/mentors too have to be on their toes to correct, guide and provide counselling on how best to make such best practices not only good and better, but the BEST. And this ignited spirit both among students and mentors have brought in new approaches to the assembly by enchanting hymns in prayerful way and also including true real-life stories which touch the heart and have a human touch. All these have indeed made the morning assembly meaningful and awesome. 4. The Practice: Students come from varied backgrounds and then to be tailor-made to fit into it a program and process of an activity such as the Morning Assembly is not easy. The class representatives have to draw up a schedule for the week and fill in names of specific students as per the routine requirement. Once the names find themselves into the Morning Assembly routine, it is put up to the mentor for approval and signature. This done the entire group of the class comes alive. A hot pursuit for appropriate national /international news snippets begin to do the rounds. The Google search engine is put to the task for browsing amazing facts and finally to top -it all an equivocal thought for the day provides the icing on the cake and finally the deed is done. 5. Evidence of Success: "Where the mind is without fear and the head is high" into such an atmosphere of practice and performance that the student body begins to feel, transform and embrace a very subtle factor of self-esteem and self-confidence, can be noticed while students put up assignments through PPT presentations and also when they take part in general college activities. These successful students are a cut above the others and shine at the College functions as masters of ceremonies, dramatics, recitation, elocution, debates and discussions. Such best practices open up avenues for success both at the College and for the bright future that lies ahead of them. 6. Problem Encountered: However, having the stage set for perfect execution,

absence of students or two due to unavoidable circumstances would go to shake and destroy the very equilibrium of one of our coveted best practices –the Morning Assembly. Therefore, in order to combat such unforeseen circumstances, dedicated faculty/mentors prepare and arrange a „second line of defence? to take over during such contingencies and thus deliver and execute a „perfect assembly? without a hitch this putting up an assembly that can said to be „picture perfect?.

**BEST PRACTICES-2**

1. Title /Theme Social, Cultural, Sports Academics-A Merger
2. Objective Students find themselves divided into 4 different Houses (viz. Eastern Emperors Western Warriors Northern Knights Southern Spartans). Similarly, they later opt for different groups according to their talents inclination. The group being Cultural, Social, Academics and Sports and these groups are allotted different working Saturdays to select, plan out, and set out programme wise their modus operandi and how to achieve the same. This has led to a rich merger and terrific amalgamation of a cross-section of various activities with distinct objectives emerging as „best practices?. And it is not surprising that with sincere striving and effort of both the teacher and the taught new ideas and talents have emerged, and the activities have borne worthy and outstanding results.
3. Context One such extraordinary merger (2017-18) and „activity-mash up?/ mix consisted of the following: starting with the Kolhan university?s Founder?s Day celebration, followed -up by a Technological Quiz with special focus on choosing and introducing a logo and a product presentation and then embracing the presentation of states? (viz. Jharkhand Uttarkhand Chhattisgarh, etc.) a cultural event presenting the SOUL and SPIRIT of India and along-side showcasing the major TRIBES of Jharkhand. Of course how could one miss the poster Competition with the underlying theme “From Change to Transformation” and not to leave behind something that is close to the students? hearts and Career options in institutes and organisation through a PPT presentation. And how can one forget that all work (Saturday) and no play, make jack and Jill a dull boy/girl”, thus topping a couple of Saturdays with Antakshari, Rangoli Spot Photography Pencil Sketching and Culminating in a Nukkad-Natak Competition . And needless to say the above mentioned dynamic activities are self-explanatory and the benefits/advantages have been far-reaching.
4. Practice : Education as such is something or rather mostly something that goes beyond the four walls of a class room or more appropriately goes beyond the white -washed edifice of the College buildings and play grounds. The Saturday activities where students come in casuals, unconsciously put their guards down and get down to some fun and frolic in a rather eased and relaxed manner, while education is in progress this relaxed environment, casual approach, creates an atmosphere which sets the stage for informal education thus making learning creative and a fun event. Students, guided by mentors come alive with different and new ideas as to how best to compose and present certain ideas (new/old) that would be appropriate for the specific activity selected and chosen for that week. This impacts learning and makes the culmination of Saturday activities as our „Best Practices? which eventually makes the content fruitful and the effort, praise worthy indeed.
5. Evidence of Success: When a cross-section of the College students relax and gloat over, their performance and achievement of having given their best in word deed and performance, it is proof enough to acknowledge and pat students or the back for a superb and fulfilling outcome and result. The whole -hearted TRUST of mentors and the terrific execution can be felt admired and appreciated between both „the teacher and the taught?. These events go through the rigorous process of being scrutinized by a bench of faculty members as judges and after much thought and deliberations a conclusion is reached and finally announced to the waiting and yearning students’ body. And this is evidence as it is said, “that the proof of the pudding, is in the eating.”
6. Problem Encountered Once the theme is chosen and set for a particular activity in advance the mind set of students automatically begins to brain map procedures, and techniques, smooth moves that

need to be accentuated and delivered. This envisaged at times, too many ideas flood the decision making process and thus deciding the final outcome/modus operandi poses problems. This is but for a temporary time period which is gradually solved through first brainstorming to be followed by selective elimination and rationale. And not to forget or mention this brainstorming elimination and selection brings out "the best out of waste" and becomes an experiential learning process. Basic materials required at times, pose a problem, but when many heads are put together there is always a solution that emerges which makes all obstacles evaporate and all activities evolving with a winning edge and charming success as its ultimate goal.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

St. Ignatius' vision was to educate people in general to fight against ignorance and superstitions and thus serve God. Therefore, we follow a pedagogy where individual students (men and women) are made to inculcate awareness and sensitivity towards the society they live in, develop strong moral values and equip them with essential skills in order to live a wholesome and meaning life. Knowing the context of students is very important, so that as educators, we meet them where they are viz. various cultures and traditions from where they come. Therefore, XITE reflects this purpose in its vision and mission statement "A passion for academic learning and human excellence". So, in an endeavour to provide value based education to the youth of tomorrow's India, the faculty/staff of XITE did an intensive study of the Ignatian pedagogical paradigm as given by the founder, Ignatius Loyola. This intensive and exhaustive research paved the way for confronting and combating the trials, struggles and challenges of life and ultimately led to the development of the integrated pedagogical model. The Objectives The Ignatian Pedagogical Paradigm encourages student activity in learning, fosters growth in human excellence and promotes formation of faith and values, along with the transmission of knowledge and skill as integral dimensions of the learning process. This was essential to meet the local and global value challenges that individuals face today. The main objectives of the practice are: ? To facilitate full growth based on sound understanding and enlivened by contemplation. ? To form men and women of competence, conscience and compassionate commitment. ? To pursue the all-round development of students to the full measure of their talents. ? To urge students to inculcate the culture of self-discipline, and integrity. ? To develop focused and in-depth thinking. ? To develop commitment to excellence through continuous reflection. ? To enable students explore reality with open hearts and minds. The Practice The integrated pedagogical model followed the pattern of a typical model. The model is based on the assumptions: 1) Every individuals learning depends on his/her context 2) An individual can be made to contemplate and reflect on experiences 3) Reflecting on experiences lead to more responsible action 4) Evaluation of the process and product of learning leads to further refinement of the teaching-learning process. The presentation of the model in phase wise is as follows: Phase 1 Context: In this phase, the teacher analyses the context of the learner as well as the subject. With respect to the context of the learner the teacher does a thorough study of the following: a) Pre-dispositions and mind-set b) Readiness levels c) Entry behaviour d) World of the learner (family, socio-economics, psychological school of environment) e) Learning styles f) Natural talents. With respect to the subject the analysis includes the following: a) Advance organizers and unit

analysis b) Instructions objectives and specifications c) Behavioural objectives and specifications d) Methodology to be used for the lesson e) Methodology to be used for the evaluation

Provide the weblink of the institution

### **8.Future Plans of Actions for Next Academic Year**

The overall observation throughout the year and inputs collected from various departments, students and stakeholders, the College is looking forward to execute the following plans in the forthcoming year 2019-20. • To provide "Scholarships" to the meritorious students to increase the academic rigour and motivate them to perform better. • To digitalise admission process to make the admission student friendly and hassle free. This will also help for tracking and recording the data of student admission. • To provide a facelift to the existing building to have a better look and construct ramps for making the College differently abled friendly. • To introduce skill enhancement courses such as Tally and other training such as CAT, Railway, Banking, etc. to make students employable. • To set up intercom facility in the College for better communication among administration, teaching and non-teaching staff. • To start, if possible certificate courses such as communicative English and soft-skill to Freshers' to groom them in the beginning. • To disseminate and advance knowledge by providing instructional research and extension activities as per the need. • To explore and start new Certificate, UG and PG programmes. The College has already begun the process on this line by creating awareness among students and faculty about their role and responsibility towards the less fortunate brothers and sisters. For example, students went to the old age home and interacted with the inmates on the occasion of Deepawali, Christmas, etc. It is very satisfying the way both faculty and students of various groups are organising various events.